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ABSTRACT

This section of the hearings on federal education programs contains the text of a bill to extend and amend the Elementary and Secondary Education Act of 1965 (ESEA). It also includes statements by government officials, various educational experts, and concerned citizens on the federal categorical aid programs already in existence. Extensive coverage is given Title II of the ESEA. Included is an evaluative survey report on ESEA Title II for the years 1966-1968. (Pages 1,037-43, 1,123-27, 1,451-53, 1,591-99, and 1,608 may reproduce poorly.) (JF)

ED 084716

EDUCATION LEGISLATION, 1973

HEARINGS

BEFORE THE

SUBCOMMITTEE ON EDUCATION

OF THE

COMMITTEE ON
LABOR AND PUBLIC WELFARE
UNITED STATES SENATE

NINETY-THIRD CONGRESS

FIRST SESSION

ON

S. 1539

TO AMEND AND EXTEND CERTAIN ACTS RELATING TO ELEMENTARY AND SECONDARY EDUCATION PROGRAMS, AND FOR OTHER PURPOSES

AND RELATED BILLS

PART 4

JULY 25 AND AUGUST 1, 1973

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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EDUCATION LEGISLATION, 1973

Categorical Education Programs

WEDNESDAY, JULY 25, 1973

U.S. SENATE,
SUBCOMMITTEE ON EDUCATION, OF THE
COMMITTEE ON LABOR AND PUBLIC WELFARE,
Washington, D.C.

The subcommittee met pursuant to notice, at 10:10 a.m. in room 4232 Dirksen Office Building, Hon. Claiborne Pell, subcommittee chairman, presiding.

Present: Senators Pell, Dominick, and Stafford.

Senator PELL. The Subcommittee on Education will come to order.

Today's hearing is a continuation of the subcommittee's study of the present Federal programs of aid to education, the problems facing education today and hopefully, the possible legislative solutions to those problems.

The subcommittee has decided on a different form of hearings for this year. In the past a group would come in and discuss the whole gamut of education programs, Federal and non-Federal alike, at one sitting. This made the record somewhat cumbersome and did not allow for in-depth discussions of particular programs.

This year the subcommittee has structured its hearings into subject matter segments. Starting with the administration's special revenue sharing bill, we have entered into a section of hearings on the categorical programs already in existence. We have already discussed reading programs, adult education, education of the gifted and talented, and community schools.

Today's hearing, at which four of the national education associations will be testifying, will discuss present categorical programs. Next week, on August 1, we will return to the topic of the administration's special revenue-sharing bill, S. 1319.

Following the August recess I hope to turn to the following subjects: Public Law 874, the effectiveness and changes necessary in the title I formula, and school finance. It is my hope that we will be able to conclude hearings on these subjects by the latter part of September so that the Subcommittee on Education can start executive sessions in October.

These hearings, while segmented, will cover the gamut of all existing law and introduced legislation. Our first witness today is Mrs. Barbara D. Reimers, president of the National School Boards Association.

STATEMENT OF MRS. BARBARA D. REIMERS, PRESIDENT, NATIONAL SCHOOL BOARDS ASSOCIATION, ACCOMPANIED BY AUGUST W. STEINHILBER, DIRECTOR OF FEDERAL RELATIONS, NATIONAL SCHOOL BOARDS ASSOCIATION, AND MICHAEL A. RESNICK, LEGISLATIVE SPECIALIST, NATIONAL SCHOOL BOARDS ASSOCIATION

Mrs. REIMERS. Thank you. Mr. Chairman, I am accompanied by August W. Steinhilber, director of Federal relations, and Michael A. Resnick, legislative specialist to Mr. Steinhilber.

The National School Boards Association is the only major education organization representing school board members—who are in some areas called school trustees. Throughout the Nation, approximately 84,000 of these individuals are association members. These people, in turn, are responsible for the education of more than 95 percent of all the Nation's public school children.

Currently marking its 34th year of service, NSBA is a federation of State school boards associations, with direct local school board affiliates, constituted to strengthen local lay control of education and to work for the improvement of education. Most of these school board members, like yourselves, are elected public officials. Accordingly, they are politically accountable to their constituents for educational policy, fiscal management, and educational productivity of the schools. As lay unsalaried individuals, school board members are in a rather unique position of being able to judge legislative programs purely from the standpoint of public education, without consideration to a professional or vested interest. In so doing, this last April, at its national convention, the membership of the National School Boards Association expressed its views on the Federal role in education by adopting the following resolution:

> The increased mobility of our population, and the increased dependency upon education for national success and progress demand that the source of revenue supporting public education be more broadly based. Therefore, specific federal legislative proposals should recognize: a) a critical need to increase significantly the level of funding of public education through general aid; b) the value of supplemental categorical programs that speak to legitimate areas of unique federal responsibility and overriding problems of national concern; c) the need to distribute funds on an equitable basis with primary responsibility for expenditure determination to rest with local school districts, and d) that procedure should be developed by state and local school districts to ensure accountability and effective use of federal monies to improve the educational results of all children.

Mr. Chairman, with your permission, we would prefer to proceed first with my statement, which outlines the National School Boards Association's position with respect to the existing Federal aid to education programs and our concerns with some of the alternatives presented thereto. Mr. Steinhilber will then follow with his statement, which introduces to the subcommittee an alternative bill, drafted by our staff, which would satisfy those concerns. In addition, we would like to touch upon several points raised by the chairman's bill, S. 1539, which are of particular interest to NSBA.

Turning now to the categorical programs, we believe that the subcommittee, in seeking their renewal, is faced with four basic questions—to which my statement is specifically directed. They are: (1)

To what financial extent is Federal aid to education needed? (2) Is the current program design both an effective and an efficient means of delivering Federal aid? (3) Are there better means of delivering Federal aid? (4) If there are better approaches, do any of the pending bills promise to be the best mechanism for their implementation?

TO WHAT EXTENT IS FEDERAL AID TO EDUCATION NEEDED?

On March 15 of this year, NSBA testified in depth before the House General Educational Subcommittee on the economics of education funding. I would like to open this question by briefly outlining for the subcommittee the thrust of that testimony.

First, in terms of general support for education, the fiscal equalization of education oppotunity among school districts is a major policy question, particularly in some 30 States where law suits are pending. As the States begin the equalization process, they are bound to find that it is not politically or administratively possible to merely transfer funds from those school districts which can afford higher educational expenditures to those which cannot. Rather, the States will have to look for additional revenues with which to "level-up" their poorer districts to the expenditure rate of their wealthier districts. In anticipation of the leveling-up phenomenon, the President's Commission on School Finance found, for example, that nationally it would cost $4.3 billion and 6.9 billion, respectively, for each State to level up to its 80 and 90 percentile expenditure rate.

Of course this leveling-up process would not alleviate differenes among the States. Although we are not aware of an official study on this point, we can estimate that once the States level up internally, it would cost an astounding $21 billion to level up the States to the 90th percentile national per pupil expenditure rate. But since, as a condition precedent to achieving equalization, State and local units must maintain existing levels of real educational services, serious consideration has to be given to the matter of inflation. Even a a conservatively estimated inflation rate of 3 percent, State and local units would have to raise $2 billion to maintain an equalized educational service.

Turning briefly now to revenue sources, we find that increasingly the taxpayers, as well as Members of Congress, are urging relief from property tax—education's primary revenue source. In this regard, a study conducted for the Advisory Commission on Intergovernmental Relations found that if the elderly and lower-income wage earners were relieved from paying property taxes in excess of 6 percent of personal income, a modest proposal, that tax sources would be cut by $2.5 billion—of which approximately one-half would come from education.

The point is, that if it is a desirable policy to offer each child the same educational opportunity as that which was received last year in America's best schools, and to do so with an equal tax burden on his parents—including property tax relief—State and local sources would have to find some $32.5 billion in additional revenues.

Second, in addition to providing these additional funds for the general support of education, a truly equalized system of education should recognize special educational needs—at least those needs of children who are educationally disadvantaged or handicapped. In this regard, it would cost $6 billion to provide quality service to

10 million disadvantaged children—of which at least $3 billion would be needed just to begin to make progress for all of these children. Similarly, with respect to handicapped children, and there are court cases pending on the question of whether there is a constitutional obligation on the part of the States to provide them with an education, $7 billion is needed for the children involved.

In toto, by adding general educational needs to those special needs which I just described, and subtracting the amounts currently provided at the Federal level, we find that State local units would have to raise over $43 billion in order to provide each child with financially equal educational opportunity. The question raised is can they do it?

A staff report prepared for the Advisory Commission on Intergovernmental Relations addressed itself to this subject. It found, that as a function of personal income, if every State taxed itself at the rate of the highest taxing State—which is 16.4 percent in New York—that the States could raise $35 billion. But more realistically, if the States taxed themselves at the rate of the highest taxing State in their region, they could raise $17 billion more than they currently do. However, presumably the States would have to make these untapped funds available for the needs of all governmental services—of which education is but one. Although competing governmental service costs have gradually resulted in a reduction of total State and local tax collections being used for education, we will generously assume that 40 percent of each State's untapped tax capacity would be applied to education. In applying this percentage, and depending upon whether New York's tax rate of 16.4 percent of personal income or the more realistic standard of the highest regional tax rate is used as the measure of untapped tax capacity, State and local sources, if hard pressed, should on a national basis, be able to raise between $7 to $14 billion of the $43 billion needed. In other words, after including the additional resources which are needed, and depending on the test of untapped tax capacity which is used, 30 to 38 percent of the total funds which would then be forthcoming to education could not, on hard economic grounds, be provided by State and local units. It is our position that this difference should be picked up by the Federal level. Indeed, a more realistic appraisal of untapped tax capacity, coupled with the need to advance the progressiveness of the national tax structure as a whole, suggests that the Federal share in education should be closer to 46 percent.

Having presented the case for a greatly expanded Federal role in public education, comments with respect to NSBA's attitude toward Federal aid may be helpful. The local school board movement is largely premised on the philosophy that public education should be provided at the Government level which is closest to the people. Recognizing that control often follows the pursestrings, it is with restraint that we ask for Federal assistance of this magnitude. And, it is with one eye focused on the competing interests of local control and financial need that we raise our second question, for example, the design of the existing Federal programs.

IS THE CURRENT PROGRAM DESIGN BOTH AN EFFECTIVE AND AN EFFICIENT MEANS OF DELIVERING FEDERAL AID?

From the foregoing remarks on the economics of education, it is apparent that a balance of general aid and categorical aid is necessary. Since the scope of today's hearing is confined to the categorical programs, we will not be able to delve into the matter of general aid except to urge the subcommittee to give it utmost consideration.

Turning to the categorical programs, it should be stated at the outset that NSBA supports the objectives and national priorities which are being recognized in existing law. However, there are serious administrative problems and costs in approach which bear the need for close reexamination by the subcommittee. Regardless of whether we speak of the State plan programs or the direct Federal to local grant programs, local school districts find that they are over-regulated at the Federal level, unable to stay abreast with the hundreds of Federal programs, and must invest tremendous amounts of risk capital just to make applications for funds. Ironically, it is the smallest and poorest districts that have the least access to the Federal system, even though they may be preferred targets for the Federal dollar.

By way of example, the Emergency School Aid Act embraces over 40 pages of regulations in the Federal Register, with many more pages of complex guidelines and forms. One big city school district advised us that it took their professional in this area 3 weeks just to understand the general program design. Another big city advised us that their application and anticipated program management costs would exceed the amount of actual program money for which they were making an application. A de facto school district was originally denied an application, which they spent nearly an entire school year developing, because the racial balance of their teaching staff was outside the prescribed radio by one to two teachers per school. In another case, an application was denied because a de facto district preferred to rotate all children to integrated project schools—hence exposing all students to an integrated experience—rather than reassigning just a few students. Apart from overregulation, there are, in addition to the basic grant program, six separate emergency school aid categories, requiring separate applications, and in several instances requiring separate community advisory councils. From the standpoint of the school board and the superintendent, particularly in light of the relatively small amount of money involved and the broad scope of mandatory responsibilities which are associated with the management of a school system, most school districts, on purely administrative grounds, simply cannot—or wish they had not become involved with the emergency school aid program.

ARE THERE BETTER MEANS OF DELIVERING FEDERAL AID?

In multiplying the admittedly gross example of the emergency school aid program across the more than 200 Federal programs for which school districts are eligible for assistance, it is our opinion that much of the administrative cost, delays, constrictions, and inequities associated with the management of existing programs can be eliminated through a program consolidation, which at the same time protects the overall Federal priority of the categories.

DO ANY OF THE PENDING BILLS PROMISE TO BE THE BEST MECHANISM FOR IMPLEMENTING A PROGRAM CONSOLIDATION?

In this regard, we do not believe that the administration's Better Schools Act is such a program. While we do not wish to burden the subcommittee with an analysis of a bill which the administration is no longer pursuing, a few general comments thereupon may be useful as guidance in the drafting of other program consolidation legislation. NSBA opposed that bill for six major reasons.

First, the proposed funding level for the program was $515.1 million or 16 percent under the 1972 levels of the various programs which the Better Schools Act would replace. (Note: Although the authorization and appropriations processes are separate legislative items, the administration is on record through such formal actions as the Department of Health, Education, and Welfare budget request, testimony, and summaries which accompanied introductions of the bill in Congress in urging a funding level which is totally unacceptable.)

Second, the Better Schools Act would have totally eliminated Public Law 874 categories 3b and 303c (public housing). With respect to category 3b, it has long been our view that by amending the formula, rather than by eliminating the program, fair recompense could be paid to hundreds of poorer districts, in addition to merely remedying the inequities of overpaying a few wealthy districts. Similarly, with respect to public housing, funding inequities should be remedied by formula amendment, not through the elimination of the program. In addition, some confusion has arisen, at least in the administration, concerning the purpose of the public housing program. The purpose of the program is not to compensate for "educational need"—title I of the Elementary and Secondary Education Act does that. Rather, it is to provide fiscal assistance for school districts to the extent that their tax rolls have been reduced by a federally sponsored activity (that is, Federal incentives for State and city governments to erect tax-exempt public housing units).

Third, from the standpoint of local control of education, the Better Schools Act's provisions with regard to ESEA title I and Public Law 874 category "3a" were objectionable to the extent that they opened the door for greater State administration of local programs. With respect to ESEA title I, although the basic local program presumably would continue to operate as it currently does—that is, under a State plan, the State may also use its funds for making local grants. Our concern is that the State, in so doing, might then be in a position to force, or at least to coerce, local units to conform to its program designs. With respect to impact aid, the Better School Act contains a statewide comparability requirement for federally connected children. We contend that in so encouraging the equalization of school finance, the provision goes too far in that it equates equalization with the full State funding of education—or at least with State control over school district expenditure rates. More specifically, the receipt of Impact Aid funds, which are more in the nature of reimbursements rather than a Federal gratuity, would be paid by the price of full State funding—and in turn by the loss of local control over funding determinations. It negates the "power equalization" model which, through State assistance, would result in each school district in the State, at any given effort rate, having the fiscal basis to make the same per pupil expenditure rate as any other district which chooses to tax itself at that effort level.

Fourth, the Better Schools Act did not speak to the question of limiting State regulation over programs which would ultimately be operated at the local level. From the standpoint of the local school board, it does not matter whether the problems of redtape, grantsmanship, and loss of local program discretion is imposed by the State or the Federal bureaucracy. In this regard, local bureaucratic problems could be greatly reduced if the funds were distributed throughout the State on a formula basis with each local unit having full—but accountable—discretion to determine how funds should be spent.

Fifth, the Better Schools Act did not grant local school boards the right of meaningful participation in the development of State plans or in the development of criteria for the use of funds at the local level. It merely provided "interested persons" with the right to "comment" upon State plans. In a similar vein, the bill did not grant local school boards the right to appeal to the Department of Health, Education, and Welfare State decisions with regard to fund allocation or regulatory requirements. Considering that local school boards are units of government—which ultimately bear the legal responsibility for public education, the failure to guarantee them these rights of participation and appeal is a grave shortcoming in terms of effective management, intergovernmental coordination, and the so-called "new federalism."

Sixth, the extent of consolidation provided for by the Better Schools Act does not go far enough. By only embracing the large State plan programs, the greatest bureaucratic inefficiencies, that is, those surrounding the dozens of small Federal to local grant programs, remain unresolved.

In addition to these six specific objections to the Better Schools Act, the overall design of the program was such that it may have resulted in an abdication of the Federal education priority. The reason is that it consolidated programs for the purposes of the Federal appropriations process, as distinguished from the laudable purpose of consolidating the allocation of funds to the States. That is, for the purposes of the appropriations process, Congress would have been presented with a total funding level which may not have reflected the categorical identity of the program elements comprising the consolidation. If that loss of national program identity occurred, each program area may very well have been left to compete with other education interests for an inadequate total level of funds at the State level, rather than to compete for a larger share of the Federal budget. In other words, those seeking greater funds for the education of the handicapped, for example, may be told that increased funding is really a priority question to be determined by each particular State educational agency from a given level of Federal funds—and that is not a question of increased Federal funding. In essence, we believe that while the States should have some power to transfer funds among the categories, that the Congress, as a starting-off point, should estimate the dollar need of each Federal priority program which the consolidation will fund, rather than setting a global figure as the education share of the Federal budget.

Although the Better Schools Act does not specifically provide for regionalization, the administration has stated that the Federal role in the education programs should be operated through a regionalized bureaucracy. But, it would appear that regionalization is inconsistent with consolidation on two grounds. First, it inserts a layer of Federal bureaucracy between the field and the Commissioner of Education, in whose office program decisions must ultimately be made. As a corollary, to the extent that decisions are not centralized in the Commissioner's office, confusion is bound to arise as each region develops its own way of doing business. Secondly, direct information flow from the field to the Congress, the top Federal administrators, and the national education community will be impeded if the Commissioner's office cannot be called upon to directly account for the actual management of programs.

CONCLUSION

In conclusion, we have found that the cost of intrastate and interstate equalization of per pupil expenditures to the 90th percentile per pupil expenditure rate, coupled with the rising cost of educational services and the need to provide local property tax relief to select groups of people would involve additional expenditures of $32 billion. In addition, the special needs of handicapped and educationally disadvantaged children would require $11 billion over what the Federal Government is currently providing. Based on the capacity of State and local governments to tax themselves, the Federal Government would have to absorb 40 percent of the cost of education if provision is to be made for the general and special needs of education. As the Federal role expands, increased care must be taken to insure that the programs are designed in a manner which will maximize school district access to the Federal level, with low administrative costs, and with minimal bureaucratic control. To achieve this end for the categorical programs, we urge a consolidation of existing programs. But unlike the administration's Better Schools Act, the total Federal education priority must be maintained and the respective interests of State and local units in the governance of education protected.

Mr. Chairman, members of the subcommittee, on behalf of the National School Board Association, I wish to thank you for this opportunity to present our views.

Senator PELL. Thank you very much, indeed. I wonder if Mr. Steinhilber would care to give any testimony? Maybe he would care to have it inserted in the record and comment from it without reading it.

Mr. STEINHILBER. I would like to have it inserted in the record.

[The statement referred to follows:]

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Statement on behalf of
National School Boards Association

by

Mr. August W. Steinhilber
Director of Federal Relations
National School Boards Association

on

The Amendments to and Extension of
Elementary and Secondary Education Programs

before the

Subcommittee on Education
Committee on Labor and Public Welfare
United States Senate

Wednesday, July 25, 1973

Mr. Steinhilber is accompanied by:

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Mr. Chairman, my name is August W. Steinhilber, and I am Director of Federal Relations of the National School Boards Association. My statement today is in two parts. The first describes a bill, drafted by NSBA, which we believe is a good starting-off point for resolving some of the program concerns which Mrs. Reimers expressed in her testimony. The second portion of my statement focuses upon the major issues which the Chairman's bill, S. 1539, raises for our association.

Turning to the NSBA bill, which is appended to our written statement, there are four titles which do the following: Title I extends certain elementary and secondary education programs to the end of Fiscal Year 1978; Title II provides a partial and conditional consolidation of programs; Title III amends P.L. 874; and Title IV amends Title I of the Elementary and Secondary Education Act.

I. THE CONSOLIDATION OF PROGRAMS

A. The Programs Subject to Consolidation

Title II, the consolidation of programs, is the major portion of the bill. The programs invoked are limited to ESEA Titles II (library services), III (supplementary services, V (state administration), VII (bilingual education) and VIII (drop-out prevention), the Education of the Handicapped Act; Title III of National Defense Education Act; various parts of the Vocational Education Act; the Adult Education Act; the National School Lunch Act; and the Follow-Through and Headstart programs of the Economic Opportunity Act. We consider most of these programs as essential to a consolidation, and would welcome the addition of any other program, except for local formula grant programs -- specifically, ESEA Title I and Impact Aid.

B. Maintenance of Education Priorities

In each year, Congress would appropriate funds for each of the categories included within the consolidation. When the sum total of the appropriations reaches the Fiscal Year 1972 level, as adjusted by our proposed cost-of-education index, then the consolidation is implemented or triggered. By so identifying the individual elements comprising the consolidation, we believe that Congress can both offer guidance as to the priority among categories, as well as protect the overall education priority vis-a-vis the federal budget.

C. Allocation of Funds to the States

The distribution of funds to states and localities would be similar to General Revenue Sharing, i.e., one-third would reside at the state level for use by the state educational agency and two-thirds would "pass-through" to the local school districts by formula.

The total of any state's allotment would be based on the portion of the national average daily attendance which is attributable to that state, as adjusted by both the state's relative effort (measured by per pupil expenditure) and its relative wealth (measured by per capita income). Receipt of funds would be conditioned to the Commissioner of Education's approval of a comprehensive state plan. This plan would include budgetary figures showing the percentage of funds actually expended by local and state units in the previous year -- so that Congress will know the relative priorities gererally assigned to each of the program uses.

D. Programs Operated by State Educational Agencies

Upon receipt of its funds, the state educational agency may use its one-third share for any of the categorical purposes of the programs included in the consolidation (including grants to local educational agencies). However, it may not shift from any program funds in excess of thirty percent of the percentage of the total federal appropriation which Congress appropriated to that program. However, there is no limit on the amount of funds that may be shifted into a particular program. But, funds for state administration would be totally consolidated and would come "off the top" in amounts consistent with current provisions of law.

E. Distribution of Local "Pass-Through"

The amount of the two-thirds "pass-through" to which any particular local educational agency wuld be entitled would be based on the percentage of the state-wide average daily attendance which is attributable to that local agency. Unlike the basic state allocation formula, an adjustment is not made for effort or wealth. The reason is that, according to a Connecticut study prepared for the Rodriguez case, there is much too high an incidence of moderately higher-paid workers, who live in property-poor districts, but who work in property-rich districts, to make per capita income a valid indicia of local effort. Parenthetically, it should be added that other standards of district wealth were rejected because of the complexities involved in data collection.

F. Programs Operated by Local Education Agencies

The localities may use funds for the same purposes as the state, except: 1) funds cannot be used for ESEA Title V purposes, and 2) funds can be used for ESEA Title I purposes. The localities would not be subject to the thirty percent limitation on the transfer of funds from programs. The reason is that, unlike the states, the local grants for each categorical purpose is too small on a district-by-district basis to require localities to operate small programs for which they have no need. The state educational agency, on the other hand, will have large enough amount and need to warrant protection for each category. In other words, the thirty percent limitation is really a compromise between federal leadership and state determinations of priorities.

G. State Plans/Local Applications

State plans and local applications are comprehensive, rather than detailed. In addition to a general plan, state plans must set forth a list of local applications which are approved or disapproved, projections, evaluative reports, and budgetary summaries on intended local and state use of funds. State assurances include 1) non-public schools will be provided for in each program area as they are currently being provided for in the categorical programs, 2) maintenance of effort (including an accommodation for inflation), and 3) state plans as well as criteria for local applications developed with ratification of the state advisory council. Local application is similar except 1) maintenance of effort does not include a cost of education adjustment, and 2) participation of community advisory council is required. If a local agency has its application turned down or is receiving less funds than the amount to which it believes it is entitled, then there is an appeal procedure to the state, and, in turn, to the Commissioner.

H. Miscellaneous Provisions

Procedures for withholdings and judicial review are boiler plate except that local agencies are given rights of appeal under each. Provisions for labor standards, civil rights, records, audits and reports are also boiler plate except that the scope of reporting, et cetera, is limited to activities being funded under the consolidation. The Assistant Secretary makes and annual report.

I. Councils

The national (and state) advisory council is made up of representatives of the education community in that each of seven national organizations (or their state members), designated by the President, would submit a slate of four names from which the President (or the state education officer) must select two. The national council also includes the Assistant Secretary (and the state council may include qualified persons in addition to the organizational representatives). The national council, whose membership requires Senate confirmation, meets at least quarterly 1) to review the broad problems of education, 2) to review the administration of federal programs, and 3) to make line item recommendations for federal programs. In performing these functions, the council must consider the reports of other councils, the Assistant Secretary, and other agencies. Recommendations are transmitted to the President and the Legislative and Appropriations Committees for education in both houses.

J. Data Collection

The National Center for Education Statistics develops a cost of education index. This index includes the annual cost of providing the various categorical education services -- and is transmitted to the Congress. The Secretary takes steps to develop data with respect to the personal per capita income of school districts.

This, in essence, is the consolidation portion of our bill. At this point, I would like to very briefly review Title III -- the Impact Aid amendments.

II. REVISION OF IMPACT AID

The thrust of the Impact Aid amendments is to eliminate relatively high payments to the wealthy federally impacted districts, while at the same time retaining a fair level of recompense to other districts for the cost of the federal business. We found that this could be accomplished by eliminating payments for the so-called civilian "b-out" children -- that is, those children who reside with a federally employed civilian parent who works on a federal installation located in a school district other than the one where the child is enrolled. Unlike the case of military "b-out" children, wherein the parent is neither paying local sales taxes (commisary privileges) nor state income taxes, there is very little basis for claiming that a direct or indirect burden on the school system exists. In this regard, our bill may be improved by adding a phase-out provision for civilian "b-out" payments and/or eliminating that category only where the federal impaction exceeds thirty percent -- which cuts off those payments for only the very wealthiest of districts.

With respect to military "b-out" children, payments are made at the same rate as military "b-in" children*; provided that the federal impaction exceeds twenty-five percent of the total district enrollment. If the federal impaction is not that high, then military "b-out" payments would be at one-half the rate of military "b-in" payments.

In addition, the bill would no longer permit the computation of local contribution rate to be made on the basis of the national per pupil expenditure rate; and it would raise the state payment rate from fifty percent to sixty percent of the state per pupil expenditure rate. It is believed that these two amendments would yield a truer measure of actual impaction than does the current formula.

Finally, there is a modest "absorption" factor for school districts whose local contribution rate is in the top twenty-fifth percentile of the state. Specifically, for the wealthiest districts, three percent of their federally connected children would not be counted.

In sum, at sixty percent of the state average per pupil expenditure rate or local contribution rate, the revised payment rate would be as follows:

a) all the "a's" multiplied by local contribution rate (no change)

b) one-half the "b-in's" multiplied by local contribution rate (no change)

c) one-half the military "b-out's" multiplied by local contribution rate if the total federal impaction exceeds twenty-five percent of student enrollment (no change), or multiplied by one-half local contribution rate if federal impaction is under twenty-five percent (new)

d) do not compute civilian "b-out's" (new)

* -- That is, those children residing with a military parent who works or lives in the school district wherein the child is enrolled -- or those children residing with a civilian parent who works in the school district wherein the child is enrolled.

e) do not count three percent of all "a's" and three percent of all "b's" if the local education agency's local contribution rate is in the top twenty-fifth percentile of the state (new)

At this point, Mr. Chairman, I would like to briefly review our Title I amendments.

III. REVISION OF TITLE I FORMULA

It is our opinion that the lack of timliness with respect to the collection of census data and the instability of AFDC figures makes the current Title I formula a less than ideal mechanism for distributing funds for educationally disadvantaged children. In addition, we agree to some extent with Congressman Quie that by skewing payments in favor of those districts with the highest concentrations of poverty, many educationally disadvantaged children are automatically being precluded from receiving services because of the wealth of their neighbors.

Under the National School Boards Association's bill, these problems would be avoided since funds would be allocated to the states on the same basis as under our program consolidation (i.e., the portion of the national average daily attendance attributable to each state, as adjusted by state effort (per pupil expenditure rate) and state wealth (per capita income). Similarly, the distribution within the state would, as in our consolidation, be based on that portion of the state-wide average daily attendance which is attributable to each local educational agency. The state educational agency would define "educationally disadvantaged" and, hence, the kind of children who would be eligible for Title I services. However, since there may be cases wherein relatively high population districts having relatively low numbers of disadvantaged children, payments would be limited to $500 per child, with the state reallocating the remainder to those school districts that have not yet reached their $500 per pupil limit.

We believe that this formula will be easy to administer, will take into account proper consideration for state policy determinations, and will enable the program to be more nationally based than it currently is. It should be noted that our bill contains a 1972 "save harmless" provision. We have included this provision only as a starting-off point, and we do not take a position for or against it.

Before concluding my remarks with respect to our bill, it should be noted that the consolidation and Title I formulae should be read together in determining to what extent state allocations would vary from the existing provisions of law. In this regard, we have appended two charts to our statement. Similarly, it should be noted that while urban school districts vis-a-vis suburban and rural districts may not do as well under our Title I formula as they do under existing law, they may do better under our intra-state consolidation formula -- from which funds may be used for Title I purposes.

At this point, Mr. Chairman, I would like to outline the major issues which your bill, S. 1539, raises for the local school board community.

S. 1539

The National School Boards Association has for several years now supported the codification of the federal education laws. S. 1539 is commendable for taking a major step in that direction.

We note too, that the bill sets forth the roles of the various U.S. education officers, as well as the institutional policy making and policy reviewing roles of the Executive and Congress. In this regard, as Mrs. Reimers has stated in her testimony, NSBA opposes the regionalization of the Office of Education grant programs on the grounds that it would not yield effective and efficient program management. But quite apart from the administrative merits of regionalization, but springing from it, we believe that the substantive effect of regionalization is so-far reaching that its authorization should rest in the hands of the Congress. Therefore, we were particularly pleased that the bill very clearly defined the limits of regionalization.

Section 459 of Part C of Title IV provides for the development of a general application -- a notion which NSBA supports. However, paragraph "a" thereof provides that the Commissioner shall require grant recipients to keep "such other records as will facilitate an effective audit." (Similar language appears in other paragraphs of Section 459.) Increasingly, we have opposed granting the Executive such far-reaching power over reporting requirements. There have been cases, such as in the administration of the Emergency School Aid Program, where "broad brush" record keeping requirements have posed costly administrative problems at the local level. Furthermore, there is some concern that without further qualification, this type of provision could be interpreted by federal officials as a "fishing license" with which to investigate and "second guess" school board decision making on matters which are not immediately relevant to the legislative purpose of the program or the set of facts presented to the federal official. In connection with audits, Section 452 of Title IV provides for a laudworthy congressional oversight procedure in the administration of programs. However, it does, in part provide that, when the committee initiates a request for the Comptroller General to issue a ruling, the expenditure or program activity involved shall be enjoined until the Comptroller General issues a ruling. The issue raised by this provision is that if the committee has a legitimate concern with the operation of one program element, could the Administration, if it so wished, shelve the entire program for the period in which it takes the Comptroller General to rule?

Title VIII of the bill has several general aid provisions. We, of course, very strongly support the notion of general aid, particularly when the formula employed is geared toward achieving intra and inter-state equalization. Since the purpose of this hearing is confined to the categorical programs, we will not delve into these general aid provisions. However, it should be noted that the S. 1539 would encourage full state funding of education. As Mrs. Reimers stated in her testimony, NSBA supports "power equalization" over full state funding as a means of intra-state equalization because the latter achieves its objective at the sacrifice of local community determinations over funding levels.

Section 404 of Part C Title VIII provides certain limitations as appropriations. One such limitation states that the general aid program cannot be implemented until the level of funding for the categorical programs exceeds the approximate amount appropriated for them in Fiscal Year 1973. In effect, this provision attempts to strike a balance between categorical aid and general aid. Section 404 further provides that for the categorical programs (including Vocational Education) not more than about $4.5 billion may be spent in any given year. While this amount may not fully recognize the needs involved, it is a realistic short-term figure. In this regard, floors are placed on each of the categorical components -- which would operate to preclude increased funding for any one program if another program is reduced below the Fiscal Year 1973 level. As a practical matter, these limitations on appropriations can be very desirable. However, we are somewhat concerned that the provision may cause indefinite delays in securing general aid or greater funding of a particular category if the Congress does not continue to recognize the same categorical priorities for each programs as it did last year.

Mr. Chairman, S. 1539 represents a tremendous endeavor to grapple with the general structure of elementary and secondary education. We have only commented upon a few provisions and look forward to pursuing the entirety of that bill with the subcommittee at some later date.

Mr. Chairman, this concludes the formal segment of our presentation. We will welcome any questions which you may have.

93D CONGRESS
1ST SESSION

A BILL

To extend and amend the Elementary and Secondary Education Act of 1965, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "Elementary and Secondary Education Amendments of 1973".

TITLE I—EXTENSION OF PROGRAMS

EXTENSION OF TITLE I PROGRAMS

SEC. 101. Section 102 of title I of the Elementary and Secondary Education Act of 1965 (hereinafter referred to as "the Act"), is amended by striking out "1973" and inserting in lieu thereof "1978".

EXTENSION OF SCHOOL LIBRARY PROGRAM

SEC. 102. (a) Section 201(b) of the Act is amended by inserting before the period at the end thereof the following: ", and each of the five succeeding fiscal years".

(b) The third sentence of section 202(a)(1) of the Act is amended by striking out "for the fiscal year ending June 30, 1968, and each of the succeeding fiscal years ending prior to July 1, 1973,".

(c) Section 204(b) of the Act is amended by striking out "for any fiscal year ending prior to July 1, 1973,".

EXTENSION OF PROGRAMS FOR SUPPLEMENTARY EDUCATIONAL CENTERS AND SERVICES AND GUIDANCE, COUNSELING, AND TESTING

SEC. 103. (a) The first sentence of section 301(b) of the Act is amended by inserting before the period at the end thereof the following: ", and each of the five succeeding fiscal years".

(b) The third sentence of section 302(a)(1) of the Act is amended by striking out "for each fiscal year ending prior to July 1, 1973,".

(c) The first sentence of section 305(c) of the Act is amended by striking out "1973" and inserting in lieu thereof "1978".

EXTENSION OF PROGRAMS TO STRENGTHEN STATE AND LOCAL EDUCATIONAL AGENCIES

SEC. 104. (a) Section 501 (b) of the Act is amended by inserting before the period at the end thereof the following: ", and each of the five succeeding fiscal years".

(b) Section 521 (b) of the Act is amended by inserting before the period at the end thereof the following: ", and each of the five succeeding fiscal years".

(c) Section 531 (b) of the Act is amended by inserting before the period at the end thereof the following: ", and each of the five succeeding fiscal years".

EXTENSION OF BILINGUAL EDUCATION PROGRAMS

SEC. 105. Section 703 (a) of the Act is amended by inserting before the period at the end thereof the following: ", and each of the five succeeding fiscal years".

EXTENSION OF DROP-OUT PREVENTION PROGRAMS

SEC. 106. Section 807 (c) of the Act is amended by inserting before the period at the end thereof the following: ", and each of the five succeeding fiscal years".

EXTENSION OF DEMONSTRATION PROJECTS TO IMPROVE SCHOOL NUTRITION AND HEALTH SERVICES

SEC. 107. Section 808 (d) of the Act is amended by inserting before the period at the end thereof the following: ", and each of the five succeeding fiscal years".

EXTENSION OF PROGRAM FOR IMPROVEMENT OF EDUCATIONAL OPPORTUNITIES FOR INDIAN CHILDREN

SEC. 108. Section 810(g) of the Act is amended by striking out "two" and inserting in lieu thereof "five".

EXTENSION OF PROGRAMS OF ASSISTANCE TO FEDERALLY IMPACTED SCHOOL DISTRICTS

SEC. 109. (a) Sections 2(a), 3(b), 4(a), and 7(a)(1) of the Act of September 30, 1950 (Public Law 874, Eighty-first Congress), are amended by striking out "1973" and inserting in lieu thereof "1978".

(b) (1) Sections 3(a), and 16(a)(1) of the Act of September 23, 1950 (Public Law 815, Eighty-first Congress), are amended by striking out "1973" and inserting in lieu thereof "1978".

(2) Section 15(15) of such Act is amended by striking out "1968–1969" and inserting in lieu thereof "1973–1974".

EXTENSION OF PROGRAMS OF ASSISTANCE TO LOCAL EDUCATIONAL AGENCIES FOR EDUCATION OF INDIAN CHILDREN

SEC. 110. Section 303(a)(1) of the Indian Elementary and Secondary School Assistance Act is amended by striking out "1975" and inserting in lieu thereof "1978".

EXTENSION OF PROGRAMS FOR THE EDUCATION OF THE HANDICAPPED

SEC. 111. (a) Section 611(b) of the Education of the Handicapped Act is amended by inserting before the period at the end thereof the following: ", and each of the five succeeding fiscal years".

(b) Section 612(a)(1)(B) of such Act is amended by striking out "for each fiscal year ending prior to July 1, 1973,".

(c) Section 626 of such Act is amended by inserting after "1973," the following: "and each of the five succeeding fiscal years,".

(d) Section 636 of such Act is amended by inserting before the period at the end thereof the following: ", and each of the five succeeding fiscal years".

(e) Section 644 of such Act is amended by inserting after "1973," the following: "and each of the five succeeding fiscal years,".

(f) Section 661(c) of such Act is amended by striking out "1973" and inserting in lieu thereof "1978".

EXTENSION OF ADULT EDUCATION ACT

SEC. 112. (a) Section 312(a) of the Adult Education

Act is amended by striking out "June 30, 1972, and June 30, 1973" and inserting in lieu thereof "prior to July 1, 1978".

(b) Section 314 (d) of such Act is amended by striking out "two" and inserting in lieu thereof "five".

EXTENSION OF ADVISORY COMMITTEES

SEC. 113. (a) Section 148 (c) of title I of the Act is amended by adding at the end thereof the following new sentence: "Subject to section 448 (b) of the General Education Provisions Act, the National Council shall continue to exist until July 1, 1978."

(b) Section 309 (c) of the Act is amended by adding at the end thereof the following new sentence: "Subject to section 448 (b) of the General Education Provisions Act, the Council shall continue to exist until July 1, 1978."

(c) Section 541 (a) (1) of the Act is amended by adding at the end thereof the following new sentence: "Subject to section 448 (b) of the General Education Provisions Act, the National Council shall continue to exist until July 1, 1978."

(d) Section 708 (a) of the Act is amended by adding at the end thereof the following new sentence: "Subject to section 448 (b) of the General Education Provisions Act, the Advisory Committee shall continue to exist until July 1, 1978."

(e) Section 442 (a) of the Education Amendments of

1972 is amended by adding at the end thereof the following new sentence: "Subject to section 448(b) of the General Education Provisions Act, the National Council shall continue to exist until July 1, 1978."

REPEALER

SEC. 114 Title VII of P.L. 92-318 is hereby repealed.

(1) Puerto Rico, Guam, American Samoa, the Virgin Islands and the Trust Territories of the Pacific Islands, in accordance with their respective financial needs as determined by him, an amount which in the aggregate is equal to 2 per centum of the amount appropriated pursuant to section 203; and

(2) each eligible state a share of the remainder obtained from the application of clause (1), which is equal to the ratio which the adjusted weighted pupil count of such state bears to the total adjusted weighted pupil count of all the states.

For the purposes of this section the term "state" does not include Puerto Rico, American Samoa, the Virgin Islands, and the Trust Territories of the Pacific Islands.

(b) for the purposes of clause (2) of subsection (a), the adjusted weighted pupil count for any state shall be determined by multiplying -

(1) the quotient derived by dividing (A) the product of the average daily attendance in the schools of the local educational agencies of such state and the average current expenditure of such state by (B) the average current expenditure of the United States; by

(2) the quotient derived by dividing the average per capita personal income in the United States by the average per capita personal income of such state.

REVENUE SHARING

Sec. 205. From the allotment of any State pursuant to section 204 -

(a) the State educational agency of such State shall be entitled to reserve not more than 33 1/3 per centum thereof for the purposes of carrying out its state plan; and

(b) each local educational agency of such state, in accordance with the provisions of section 211, shall be entitled to share in the remainder of such allotment.

TITLE II - PROGRAM CONSOLIDATION

SHORT TITLE

Sec. 201. This title may be cited as the "Special Education Consolidation Act of 1973."

FINDING AND PURPOSE

Sec. 202. (a) The Congress finds that, while the primary responsibility for education is confined to the States and the local educational agencies thereof, the Federal Government has a responsibility to assist them in meeting the costs of education in areas of special national concern. The Congress furthur finds that certain current programs could more effectively meet the responsibilities of all levels of government, and thereby improve the overall quality of elementary and secondary education, if the Federal Government transfers to state and local educational agencies greater flexibility to make basic decisions with regard to the use of Federal funds appropriated for such programs.

(b) It is therefore the purpose of this title, through the consolidation of certain Federal programs, to transfer to the states and to local educational agencies more effective decision making powers in order to achieve a more comprehensive, responsive, and efficient educational design for the objectives sought through such programs by the Congress.

DURATION OF AUTHORIZATION

Sec. 203. In any fiscal year beginning after July 1, 1973, and ending prior to July 1, 1978, the Commissioner, subject to section 219, shall make available the funds appropriated for the programs described in section 208 for payments to the States in accordance with the provisions of this title.

ALLOTMENTS TO THE STATES

Sec. 204. (a) From the sums available for the purposes of this title, the Commissioner, upon approval of a plan submitted pursuant to section 206, shall pay to -

STATE PLAN

Sec. 206. (a) Any state which desires to receive payments under this title shall submit to the Commissioner, through its State educational agency, a state plan which includes -

(1) a comprehensive general plan for the use of the funds within the limitations set forth in section 208;

(2) a list of all local plans which are finally approved and disapproved pursuant to section 210;

(3) a three year projection which sets forth anticipated needs and intended uses for funds reserved pursuant to section 205 (a);

(4) an evaluative report which reviews the effectiveness of the programs funded under this title; and

(5) a budgetary summary describing the percentage of federal funds which the State educational agency, and local education agencies in the aggregate, intend to use for the broad categorical activities listed in section 208 and section 212, respectively.

(b) The State educational agency shall append to its state plan a statement assuring that -

(1) services will be provided for the benefit of children enrolled in non public schools in a manner which is consistent with those provisions of law which would be operative if this title were not implemented;

(2) in the fiscal year previous to the fiscal year for which the State educational agency seeks funding, it has maintained a level of average current expenditures, as adjusted by the cost of education index, which was in excess of the level of average current expenditures, as adjusted by the cost of the education index, of such state in the second previous fiscal year; and

(3) such other individuals who are broadly representative of the cultural and educational resources of the state and public who are professionally competent in dealing with any of those educational services which are authorized by this title.

STATE PROGRAM CONSOLIDATION

Sec. 208. (a) Subject to the limitations set forth in subsections (b) and (c), the State educational agency shall, pursuant to its state plan, use the funds to which it is entitled under section 205(a) for any of the broad categorical purposes of subsections 103(a)(5), (a)(6), and (a)(7), and subsection 143(b)(1) of title I of the Elementary and Secondary Education of 1965; Titles II, III, V, and VII, and section 807 of title VIII of the Elementary and Secondary Education Act of 1965; Part B of the Education of the Handicapped Act; Title III of the National Defense Education Act of 1958; the National School Lunch Act; the Adult Education Act; the Smith-Hughes Act; Parts B, C, F, G, H, and state advisory councils authorized under Part A of the Vocational Education Act of 1963; and programs authorized by paragraphs 1 and 2 of subsection 222 of the Economic Opportunity Act of 1964.

(b) In any fiscal year the State educational agency may not shift from any program described in subsection (a), a level of funds which exceeds 10 per centum of the percentage derived by dividing the amount which the Congress appropriated for such program by the total amount which the Congress appropriated in that fiscal year for all the programs described in subsection (a).

(c) The limitation set forth in subsection (b) shall not apply to the State Administration of programs; *provided*, *however*, That in any fiscal year each state shall not use more than $15 percentum for such purpose unless the funds distributed pursuant to section 205(a) exceed $500 million, in which event, an additional amount of not more than 9 per centum of such excess shall be used for state administration.

LOCAL APPLICATIONS

Sec. 209. (a) Any local educational agency desiring to receive payments under this title shall submit to the State educational agency, an application which includes -

(1) a comprehensive general plan for the use of the funds within the limitations set forth in section 212;

(2) an evaluative report which reviews the effectiveness of the programs for which it received funds under this title; and

(3) a budgetary summary including the percentage of federal funds which the local educational agency intends to use for each of the broad categorical activities authorized by this title.

(b) The local educational agency shall append to its application a statement assuring that -

(1) services will be provided for the benefit of children enrolled in non public schools in a manner which is consistent with those provisions of law which be operative if this title were not implemented;

(2) in the fiscal year previous to the fiscal year for which the local educational agency seeks funding, it maintained a level of average current expenditures which was in excess of the level of average current expenditures of such agency in the second previous fiscal year; provided, however, That such agency is not precluded by state law or a court ruling related to the equalization of school finance from so maintaining its effort; and

(3) the local application has been developed with the active participation and advise of the Community Advisory Council for Special Program Consolidation.

APPROVAL OF LOCAL APPLICATIONS

Sec. 210. (a) The State educational agency shall approve any local application for funds which is consistent with the criteria established pursuant to section 207(b)(3).

(b) In the event that (1) the State educational agency disapproves the application of any local education agency or (2) that any local educational agency believes that it has not been funded pursuant to the requirments of section 211, then such local educational agency shall be afforded an opportunity for a hearing before the State agency within the thirty days after its request for said hearing, and such local educational agency shall have the right to review its application file and the application file of any other local educational agency within the state. The State educational agency shall within 10 days of said hearing issue a written ruling, including its grounds for the ruling, which shall be a part of the local educational agency's application file.

(c) If pursuant to subsection (b) a local educational agency is not granted a hearing or ruling within the time alloted, or if such agency is not satisfied with the ruling arising from its hearing, it may within sixty days thereafter appeal to the Commissioner who shall make a determination pursuant to such rules and regualtions as he may prescribe.

PAYMENTS TO LOCAL EDUCATIONAL AGENCIES

Sec. 211. (a) Any local educational agency whose application for assistance is approved pursuant to section 210 shall be entitled to receive a share of the state allotment (determined under section 204) which is equal to the ratio which the average daily attendance of such agency bears to the total average daily attendance of all the local educational agencies of the state.

LOCAL ADMINISTRATION

Sec. 212. For any fiscal year, a local eduational agency receiving assistance under this title shall -

(a) limit the expenditure of such funds to the broad categorical purposes of titles I, II, III, and VII, and section 807 of Title VIII of the Elementary and Secondary Education Act of 1965; Part B of the Education of the Handicapped Act; Title III of the National Defense Education Act of 1958; the National School Lunch Act; the Adult Education Act; the Smith-Hughes Act; Parts B, C, F, G, H, of the Vocational Education Act of 1963; and programs authorized by paragraphs 1 and 2 of subsection 222 of the Economic Opportunity Act of 1964; and

(b) establish a Community Advisory Counsel for Special Program Consolidation and disestablish any other advisory council which such agency may have established as a condition of eligibility for those federal programs which such agency, prior to the implementation of this title, was seeking financial assistance.

WITHHOLDINGS

Sec. 213. Whenever the Commissioner, after reasonable notice and opportunity for a hearing to any State educational agency, or local educational agency, as the case may be, finds that there has been a failure to comply substantially with any assurance set forth in the State plan, or local application, approved under the terms of this title the Commissioner shall notify the agency that further payments will not be made to the State under this title (or, in his discretion, that the State educational agency shall not make further payments under this title to specified local educational agencies affected by the failure) until he is satisfied that there is no longer any such failure to comply. Until he is so satisfied, no further payments shall be made to the State under this title, or payments by the State educational agency under this title shall be limited to local educational agencies not affected by the failure, as the case may be.

JUDICIAL REVIEW

Sec. 214. (a) If any State or local educational agency is dissatisfied with the Commissioner's final action with respect to the approval of state plan submitted under section 206 or with his final action under section 213, such State or local educational agency may, within sixty days after notice of such action, file with the United States court of appeals for the circuit in which such State is located, a petition for review of that action A copy of the petition shall be forthwith transmitted by the clerk of the court to the Commissioner. The Commissioner thereupon shall file in the court the record of the proceedings on which he based his action, as provided in section 2112 of title 28, United States Code.

(b) The findings of fact by the Commissioner, if supported by substantial evidence, shall be conclusive; but the court, for good cause shown, may remand the case to the Commissioner to take further evidence, and the Commissioner may thereupon make new or modified findings of fact and may modify his previous action, and shall file in the court the record of the further proceedings. Such new or modified findings of fact shall likewise be conclusive if supported by substantial evidence.

(c) Upon the filing of such petition, the court shall have jurisdiction to affirm the action of the Commissioner or to set it aside, in whole or in part. The judgment of the court shall be subject to review by the Supreme Court of the United States upon certiorari or certificaion as provided in section 1254 of title 28, United States Code.

LABOR STANDARDS

Sec. 215. All laborers and mechanics employed by contractors and subcontrators in any construction which is assisted under this title shall be paid wages at rates not less than those prevailing on similar construction in the locality as determined by the Secretary of Labor in accordance with the Davis-Bacon Act

(40 U.S.C. 276a-276a-5). The Secretary of Labor shall have, with respect to such labor standards, the authority and functions set forth in Reorganization Plan Numbered 14 of 1950 (15 F.R. 3176; 64 Stat. 1267) and section 2 of the Act of June 13, 1934 (40 U.S.C. 276c).

RECORDS, AUDITS AND REPORTS

Sec. 216. In order to assure that payments made pursuant to section 203 are used in accordance with the provisions of this title, any State educational agency and any local educational agency receiving such payments shall -

(a) use such fiscal, audit, and accounting procedures as may be necessary to assure (1) proper accounting for payments received by it, and (2) proper disbursement of such payments;

(b) provide to the Assistant Secretary and the Comptroller General of the United States access to, and the right to examine, any books, documents, papers, or records pertaining to any activity being funded under this title as he requires; and

(c) make such reports pertaining to any activity being funded under this title to the Assistant Secretary or the Comptroller General of the United States as he requires.

CIVIL RIGHTS

Sec. 217. Payments made under this title shall be subject to title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d) and title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1686).

ANNUAL REPORT

Sec. 218. The Assistant Secretary shall make an annual report to the President and the Congress pertaining to the effectiveness of assistance under this title in meeting the educational needs of children and adults.

AUTHORIZATION AND IMPLEMENTATAION OF APPROPRIATIONS

Sec. 219. (a) There are hereby authorized to be appropriated for the purposes of implementing section 220 and section 221 such sums as may be necessary.

(b) In any fiscal year, section 203 of this title shall only become effective if for that fiscal year the aggregate amounts appropriated, as adjusted by the cost of education index, for the programs described in section 208 exceed the aggregate amount appropriated for such programs in the base year.

NATIONAL ADVISORY COUNCIL ON ELEMENTARY AND SECONDARY EDUCATION

Sec. 220. (a) There shall be a National Advisory Council on Elementary and Secondary Education consisting of fifteen members which shall:

(1)(A) meet on no less than a quarterly basis to review the operation and administration of federal assistance programs to elementary and secondary education and transmit its findings and recommendations to the Chairman of the House Committee on Education and Labor and the Chairman of the Senate Committee on Labor and Public Welfare within thirty days after each meeting;

(B) develop an annual report which -

(i) shall include a review and recommendations for the ensuing fiscal year of: (I) the general condition of education in the United States, (II) line item budgetary amounts for each federal education program, and (III) the effectiveness of federal assistance to elementary and secondary education; and

(ii) shall be transmitted, by not later than November 1, in any calendar year, to the President, the Chairman of the Senate Committee on Labor and Public Welfare, the Chairman of the Senate Committee on Appropriations, the Chairman of the House Committee on Education and Labor, and the Chairman of the House Committee on Appropriations; and

(2) Give adequate consideration to pertinent reports of state advisory councils, national advisory councils established to review specific federal elementary and secondary education programs, the National Center for Educational Statistics, and the Assistant Secretary before issuing any findings, recommendations or reports.

(b) The membership of the National Council shall be appointed by the President, with the advice and consent of the U.S. Senate, with the proviso that two individuals shall be selected from a panel of four individuals submitted, respectively, by each of seven major national education organizations. The President shall designate a chairman and a vice chairman.

(c) Appointments to the National Council shall be for non renewable terms of two years, except that in the first year one appointment from each of the seven panels described in subsection (b) shall be for a term of one year.

(d) The Assistant Secretary shall be a member of the National Council, but he shall not be subject to the provisions of subsection (b) and (c).

DATA DEVELOPMENT

Sec. 221. (a) The Director of the National Center for Education Statistics shall:

(1) determine the cost of eduacation in each state, and in the United States for the Fiscal Year 1972; and on the base of said fiscal year, using the most recent data available, he shall develop and annually update a cost of education index which includes annual variations for:

(A) average expenditures and average current expenditures; and

(B) the cost of each federal assistance program in terms of per pupil service or in terms of textbooks, equipment, and other goods and services, as the case may be, for each such program; and

(2) transmit the cost of education index to the Assistant Secretary, the Chairman of the House Committee on Appropriations, the Chairman of the Senate Committee on Appropriations, and the National Advisory Council on Elementary and

Secondary Education by no later than September 1st of each calendar year.

(b) The Secretary is hereby authorized to take such steps as may be necessary, including arrangements with other agencies of government, to collect and develop data on the average per capita personal income of the school districts of the United States.

DEFINITIONS

Sec. 222. The following definitions shall apply to the terms used in this title:

(1) The term "average daily attendance" means the per pupil average daily attendance enrolled in the public elementary and secondary schools of the state or local educational agency, as the case may be, as determined by the Commissioner.

(2) The term "average current expenditures" means the current expenditures of a local educational agency, a State, or the United States, as the case may be, divided by the average daily attendance thereof.

(3) The term "average total expenditures" means the total expenditures of a local educational agency, a State, or the United States, as the case may be, divided by the average daily attendance thereof.

(4) The term "base year" means the fiscal year ending on June 30, 1972.

(5) The term "current expenditures" means expenditures for public education, including expenditures for administration, instruction, attendance and health services, pupil transportation services, operation and maintenance of plant, fixed charges, and net expenditures to cover deficits for community services capital outlay, debt services, or expenditures made from federal grants in aid.

(6) The term "elementary school" means a day or residential school which provides elementary education, as provided by state law.

(7) The term "local educational agency" means a public board of education or other public authority legally constituted within a State for either administrative

control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivisions of a state, or such combination of school districts or counties as are recognized in a state as an administrative agency for its public elementary or secondary schools. Such term also includes any other public institution or agency having administrative control and direction of a public elementary or secondary schools. Such term also includes any other public institution or agency having administrative control and direction of a public elementary or secondary school.

(8) The term "secondary school" means a day or residential school which provides secondary education, as determined under state law.

(9) The term "Secretary" means the Secretary of the Department of Health, Education, and Welfare.

(10) The term "State" means the fifty states, the District of Columbia, the Commonwealth of Puerto Rico, Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands.

(11) The term "State educational agency" means the state board of education or other agency or officer primarily responsible for the State supervision of public education in elementary and secondary schools, or if there is no such officer or agency, an officer or agency designated by the Governor or by state law.

(12) The term "total education expenditures" means current expenditures plus expenditures for capital outlay, debt service, and federal grants in aid.

TITLE III - AMENDMENTS TO THE ACT OF SEPTEMBER 30, 1950

(Public Law 874, Eighty First Congress)

Sec. 301. Subsection 3(b)(2) of the Act of September 30, 1950 (Public Law 874, Eighty First Congress) is amended to read as follows:

"(2) resided with a parent employed on federal property situated in whole or in part within such agency, or".

Sec. 302. Subsection 3(c) of the Act is amended by adding the following before the period at the end thereof:

", except that if the number of children determined under subsection (a) and subsection (b) is not in excess of 25 per centum of the total number of children in average daily attendance in such agency, then such agency shall be entitled to payments at a rate of one half the local contribution rate for any child counted under subsection 3(b)(3) whose parent was on active duty on Federal property not situated in whole or in part in such agency.

Sec. 303. Following subsection 3(c)(2) add the following new subsection (c)(3):

"For the purposes of computing the number of children for whom payment is provided under paragraph (1) a local educational agency shall not include 3 per centum of the children described in subsection (a) and subsection (b), respectively, if the local contribution rate of such agency, as determined pursuant to subsection (d)(2) is within the highest 25th percentile ranking of the local contribution rates of all the local educational agencies of the state."

Sec. 304. Section 3(d) of the Act is amended by striking out all that follows the words "for any fiscal year be less than" and preceeds the words "but not to exceed" and inserting the following in lieu thereof:

"60 per centum of the average per pupil expenditures in such state, except in the case of payments made on the basis of children residing on federal property described under Section 303 (c) the local contribution rate for any local educational agency in any state shall not be less than 50 per centum of the average per pupil expenditure in the United States, (which for the purposes of this sentence means the fifty states and the District of Columbia."

Sec. 305. Subsection 3 (d) of the Act is amended by striking the proviso which follows the words "fifty states and the District of Columbia."

Sec. 306. Redesignate subsections 3(c)(3), 3(c)(5) as subsections 3 (c)(4), 3(c)(5), and 3(c)(6); respectively.

TITLE IV -- AMENDMENTS TO TITLE I OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

SEC. 401. Section 103 of Title I of the Elementary and Secondary Education Act is amended to read as follows:

"SEC. 103. (a)(1) There is authorized to be appropriated for each fiscal year for the purpose of this paragraph an amount equal to not more than three per centum of the amount appropriated for such year for payments to States under section 143 (a) (other than payments under such section to jurisdictions excluded from the term 'State' by this subsection). The amount appropriated pursuant to the paragraph shall be allotted (A) among Puerto Rico, Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands according to their respective need for grants under this part, (B) to the Secretary of the Interior in the amount necessary (i) to make payments pursuant to subsection (d)(1), and (ii) to make payments pursuant to subsection (d)(2). The grant which a local educational agency in Puerto Rico, Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands is eligible to receive shall be determined pursuant to such criteria as the Commissioner determines will best carry out the purposes of this part.

"(2)(A) From the sums available for the purposes of this title, the Commissioner shall pay to each eligible state the remainder obtained from the application of paragraph 1 which is equal to the ratio which the adjusted weighted pupil count of such state bears to the total adjusted weighted pupil count of all the states.

(B) For the purposes of subparagraph (A), the adjusted weighted per pupil count for any state shall be determined by multiplying --

(i) the quotient derived by dividing (A) the product of the average daily attendance in the schools of the local educational agencies of such state and average per pupil expenditure of such state by (B) the average per pupil expenditure of the United States; by

(ii) the quotient derived by dividing the average per capita personal income of the United States by the average per capita personal income of such state.

(3)(A) In any case in which the Commissioner determines that satisfactory data for that purpose are available, the grant to which a local educational agency in a State shall be eligible to receive under this part for a fiscal year shall (except as provided in paragraph (4) shall be a share of the state allotment (determined under subparagraph (2)(A) which is equal to the ratio which the average daily attendance of such agency bears to the total average daily attendance of all local educational agencies in such state.

(B) In any case in which such data are not available , subject to paragraph (4), the grant for any local educational agency in a State shall be determined on the basis of the aggregate amount of such grants for all such agencies in the county or counties in which the school district of the particular agency is located, which aggregate amount shall be equal to the aggregate amount determined under this paragraph for such county or counties, and shall be allocated among those agencies upon such equitable basis as may be determined by the State educational agency in accordance with basic criteria prescribed by the Commissioner.

"(4)(A) Upon determination by the State educational agency that a local educational agency in the State is unable or unwilling to provide for the special educational needs of educationally deprived children who are living in institutions for neglected or delinquent children, the State educational agency shall, if it assumes responsibility for the special educational needs of such children, be eligible to receive a portion of the allocation to such local educational agency which is attributable to such neglected or delinquent children, but if the State educational agency does not assume such responsibility, any other State or local public agency, as determined by regulations established by the Commissioner, which does assume such responsibility shall be eligible to receive such portion of the allocation.

"(B) In the case of local educational agencies which serve in whole or in part the same geographical area, and in the case of a local educational agency which provides free public education for a substantial number of children who reside in the school district of another local educational agency, the State educational agency may allocate the amount of the grants for those agencies among them in usch manner as it determines will best carry out the purposes of this part.

"(C) Whenever a local educational agency receives a grant, pursuant to paragraph 3, which is in excess of the amount obtained by multiplying the number of educationally deprived children in said district (as determined pursuant to section 103 (B)) by $500, such excess shall be realloted to other local educational agencies in proportion to the original grant to such agencies in that year, but with such proportionate amount for any of such local educational agencies being reduced and realloted in a manner consistent with this subparagraph.

"(5) For the purposes of this subsection, the term 'State' does not include Puerto Rico, Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands."

TECHNICAL AMENDMENT

SEC. 402. Section 103 (b) of Title I of the Act is amended by striking out "aged five to seventeen, inclusive, described in clauses (A), (B), and (C) of the first sentence of paragraph (2) of subsection (a)" and inserting in lieu thereof "determined to be educationally deprived pursuant to criteria prescribed by the State educational agency.

DETERMINATION OF NUMBER OF CHILDREN TO BE COUNTED

SEC. 403 (A) Strike Sections 103 (c), 103 (D), and 103 (e) of Title I of the Act.

SPECIAL USE OF FUNDS FOR INDIAN CHILDREN

SEC. 404 (a) Section 103 of Title I of the Act is amended by adding at the end thereof the following:

> "(d)(1) The terms on which payment shall be made to the Department of the Interior under this section shall include provision for payments by the Secretary of the Interior to local educational agencies with respect to out-of-State Indian children in the elementary or secondary schools of such agancies under special contracts with that Department. The amount of any such payment may not exceed, for each such child, one-half the average per pupil expenditure in the State in which the agency is located.
>
> "(2) The maximum amount allotted for payments to the Secretary of the Interior under clause (B)(ii) in the second sentence of subsection (a)(1) for any fiscal year shall be the amount necessary to meet the special educational needs of educationally deprived Indian children on reservations serviced by elementary and secondary schools operated for Indian children by the Department of the Interior, as determined pursuant to criteria established by the Commissioner. Such payments shall be made pursuant to an agreement between the Commissioner and the Secretary containing such assurances and terms as the Commissioner

determines will best achieve the purposes of this part. Such agreement shall contain (A) an assurance that payments made pursuant to this subparagraph will be used solely for programs and projects approved by the Secretary of the Interior which meet the applicable requirements of section 141 (a) and that the Department of the Interior will comply in all other respects with the requirements of this title, and (B) provision for carrying out the applicable provisions of sections 141 (a) and 142 (a) (3)."

STATE OPERATED PROGRAMS

SEC. 405. Title I of the Act is amended by inserting the following in lieu of part B:

"PART B—STATE OPERATED PROGRAMS

"PROGRAMS FOR HANDICAPPED CHILDREN

"SEC. 121. (a) A State agency which is directly responsible for providing free public education for handicapped children (including mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired children who by reason thereof require special education), shall be eligible to receive a grant under this section for any fiscal year.

"(b) The maximum grant which an agency shall be eligible to receive under this section shall be an amount equal to 50 per centum of the average per pupil expenditure in the State or, if greater, in the United States, multiplied by the number of such children in average daily attendance, as determined by the Commissioner, at schools for handicapped children operated or supported by the State agency, including schools providing special education for handicapped children under contract or other arrangement with such State agency, in the most recent fiscal year for which satisfactory data are available. In the event the amount appropriated for a fiscal year to carry out this section is insufficient to pay all the maximum grants for which State agencies are eligible under this section, the maximum grant of each such agency shall be ratably reduced.

"(c) A State agency shall use the payments made under this section only for programs and projects (including the acquisition of equipment and, where necessary, the construction of school facilities) which are designed to meet the special educational needs of such children.

"PROGRAMS FOR MIGRATORY CHILDREN

"SEC. 122. (a) (1) A State educational agency or a combination of such agencies, upon application, may receive a grant for any fiscal year under this section to establish or improve, either directly or through local educational agencies, programs of education for migratory children of migratory agricultural workers. The Commissioner may approve such an application only upon his determination—

"(A) that payments will be used for programs and projects (including the acquisition of equipment and where necessary the construction of school facilities) which are designed to meet the special educational needs of migratory children of migratory agricultural workers, and to coordinate these programs and projects with similar programs and projects in other States, including the transmittal of pertinent information with respect to school records of such children;

"(B) that in planning and carrying out programs and projects there has been and will be appropriate coordination with programs administered under part B of Title III of the Economic Opportunity Act of 1964;

"(C) that such programs and projects will be administered and carried out in a manner consistent with the basic objectives of clauses (1) (B) and (2) through (12) of subsection (a), and of section 142; and

"(D) that, in planning and carrying out programs and projects, there has been adequate assurance that provision will be made for the preschool educational needs of migratory children of migratory agricultural workers, whenever such agency determines that compliance with this clause will not detract from the operation of programs and projects described in clause (A) of this paragraph after considering the funds available for this purpose.

The Commissioner shall not finally disapprove an application of a State educational agency under this paragraph except after reasonable notice and opportunity for a hearing to the State educational agency.

"(2) If the Commissioner determines that a State is unable or unwilling to conduct educational programs for migratory children of migratory agricultural workers, or that it would result in more efficient and economic administration, or that it would add substantially to the welfare or educational attainment of such children, he may make special arrangements with other public or nonprofit private agencies to carry out the purposes of this section in one or more States, and for this purpose he may use all or part of the maximum total of grants available for such State or States under this section.

"(3) For purposes of this subsection, with the concurrence of his parents, a migratory child of a migratory agricultural worker shall be deemed to continue to be such a child for a period, not in excess of five years, during which he resides in the area served by the agency carrying on a program or project under this subsection. Such children who are presently migrant, as determined pursuant to regulations of the Commissioner, shall be given priority in the consideration of programs and activities contained in applications submitted under this subsection.

"(b) The maximum total grants which shall be made available for use in any State for this section shall be an amount equal to 50 per centum of the average per pupil expenditure in that State multiplied by (1) the estimated number of such migratory children aged five to seventeen, inclusive, who reside in the State full time, and (2) the full-time equivalent of the estimated number of such migratory children aged five to seventeen, inclusive, who reside in the State part time, as determined by the Commissioner in accordance with regulations, except that if, in the case of any State, such amount exceeds the amount required under subsection (a), the Commissioner shall allocate such excess, to the extent necessary, to other States whose maximum total of grants under this sentence would otherwise be insufficient for all such children to be served in such other States. In the event the amount appropriated for a fiscal year to carry out this section is insufficient to pay all the maximum grants for which State agencies are eligible under this section, the maximum grant of each such agency shall be ratably reduced.

"PROGRAMS FOR NEGLECTED OR DELINQUENT CHILDREN

"SEC. 123. (a) A State agency which is directly responsible for providing free public education for children in institutions for neglected or delinquent children or in adult correctional institutions, if such funds are used solely for children, shall be eligible to receive a grant under this title for any fiscal year.

"(b) The maximum grant which such an agency shall be eligible to receive shall be an amount equal to 50 per centum of the average per pupil expenditure in that State multiplied by the number of such children in average daily attendance, as determined by the Commissioner, at schools for such children operated or supported by that agency, including schools providing education for such children under contract or other arrangement with such agency, in the most recent fiscal year for which satisfactory data are available. In the event the amount appropriated for a fiscal year to carry out this section is insufficient to pay all the maximum grants for which State agencies are eligible under this section, the maximum grant of each such agency shall be ratably reduced.

"(c) A State agency shall use payments under this section only for programs and projects (including the acquisition of equipment and where necessary the construction of school facilities) which are designed to meet the special educational needs of such children."

ADJUSTMENTS NECESSITATED BY APPROPRIATIONS

SEC. 406. The first sentence of section 144 of title I of the Act is amended to read as follows: "If the sums appropriated for any fiscal year for making the payments provided in part A of this title are not sufficient to pay in full the total amounts which all local educational agencies are eligible to receive under part A of this title for such year the allocations to such agencies shall, subject to adjustments under the next sentence, be ratably reduced to the extent necessary to bring the aggregate of such allocations within the limits of the amounts so appropriated. The allocation of a local educational agency which would be reduced under the preceding sentence to below the amount of its allocation under this section for the fiscal year ending June 30, 1972, shall be increased to such amount, the total of the increases thereby required being derived by proportionately reducing the allocations of the remaining local educational agencies, under the preceding sentence, but with such adjustments as may be necessary to prevent the allocation of any of such remaining local educational agencies from being thereby reduced to less than such amount.

TECHNICAL AND CONFORMING AMENDMENTS TO TITLE I OF ESEA

SEC. 407.(A). Sec. 131 is amended by striking all references therein to "Clause (A), (B), or (C) of Section 103 (a)(2)" and inserting in lieu thereof "Section 103 (b).",

(b) Section 141 (a)(4) of title I of the Act is amended by striking out "section 145" and inserting in lieu thereof "section 433 of the General Education Provisions Act".

(c) Section 141 (a)(13) of the Act is repealed.

(d)(1) Section 142 (a) of title I of the Act is amended by striking out "described in section 141 (c)" and inserting in lieu thereof "provided for in section 122".

(2) Section 142 (a)(1) of title I of the Act is amended by striking out "section 103 (a)(5)" and inserting in lieu thereof "section 121".

(e) The second and third sentences of section 144 of title I of the Act are each amended by striking out "section 103 (a) (6)" and inserting in lieu thereof "section 122".

(f) Sections 146 and 147 of title I of the Act are each amended by striking out "section 141 (c)" and inserting in lieu thereof "section 122".

(g) Section 402 of the Act of September 30, 1950 (Public Law 874, Eighty-first Congress) is amended by adding at the end thereof the following new paragraph:

"(16) The 'average per pupil expenditure' in a State, or in the United States, shall be the aggregate current expenditures, during the second fiscal year preceding the fiscal year for which the computation is made, (or, if satisfactory data for that year are not available at the time of computation, then during the earliest preceding fiscal year for which satisfactory data are available) of all local educational agencies as defined in section 403 (6) (A) in the State, or in the United States (which for the purposes of this subsection means the fifty States and the District of Columbia), as the case may be, plus any direct current expenditures by the State for operation of such agencies (without regard to the sources of funds from which either of such expenditures are made), divided by the aggregate number of children in average daily attendance to whom such agencies provided free public education during such preceding year."

STATE ALLOTMENT UNDER NSBA'S PROGRAM CONSOLIDATION AND ESEA TITLE I REVISION FORMULA [1]

STATE	PERCENT OF U.S. AVERAGE DAILY ATTENDANCE [2]	WEIGHTED ADJUSTED COUNT FACTOR [3]	PERCENT OF U.S. WEIGHTED ADJUSTED COUNT [4]
ALABAMA	1.73	1.027	1.78
ALASKA	.19	1.215	.23
ARIZONA	1.11	1.014	1.12
ARKANSAS	.98	.852	.83
CALIFORNIA	10.42	.866	9.03
COLORADO	1.27	.925	1.18
CONNECTICUT	1.47	.998	1.47
DELAWARE	.29	1.124	.33
FLORIDA	3.25	.923	3.00
GEORGIA	2.38	.873	2.08
HAWAII	.39	.888	.35
IDAHO	.42	.911	.38
ILLINOIS	5.00	.962	4.81
INDIANA	2.61	.874	2.28
IOWA	1.46	1.097	1.60
KANSAS	1.06	.881	.93
KENTUCKY	1.55	.842	1.31
LOUISIANA	1.83	1.146	2.10
MAINE	.55	1.000	.55
MARYLAND	1.97	1.033	2.04
MASSACHUSETTS	2.66	.971	2.58
MICHIGAN	4.68	1.073	5.02
MINNESOTA	2.05	1.142	2.34
MISSISSIPPI	1.16	.993	1.16
MISSOURI	2.17	.899	1.95

STATE ALLOTMENT UNDER NSBA'S PROGRAM CONSOLIDATION AND ESEA TITLE I REVISION FORMULA

STATE	PERCENT OF U.S. AVERAGE DAILY ATTENDANCE	WEIGHTED ADJUSTED COUNT FACTOR	PERCENT OF U.S. WEIGHTED ADJUSTED COUNT
MONTANA	.38	1.044	.39
NEBRASKA	.73	.733	.54
NEVADA	.29	.809	.23
NEW HAMPSHIRE	.37	.945	.35
NEW JERSEY	3.21	1.130	3.63
NEW MEXICO	.65	1.011	.66
NEW YORK	7.47	1.273	9.51
NORTH CAROLINA	2.53	.942	2.57
NORTH DAKOTA	.32	.971	.31
OHIO	5.28	.909	4.80
OKLAHOMA	1.29	.805	1.04
OREGON	1.03	1.020	1.05
PENNSYLVANIA	5.19	1.140	6.62
RHODE ISLAND	.43	1.087	.46
SOUTH CAROLINA	1.37	.960	1.32
SOUTH DAKOTA	.37	.974	.36
TENNESSEE	2.00	.889	1.78
TEXAS	5.89	1.126	6.63
UTAH	.68	.863	.59
VERMONT	.25	1.337	.33
VIRGINIA	2.36	.949	2.24
WASHINGTON	1.73	.903	1.57
WEST VIRGINIA	.91	.919	.84
WISCONSIN	2.10	1.165	2.48
WYOMING	.19	.982	.19
DISTRICT OF COLUMBIA [5]	.30	1.28	.38

*STATE ALLOTMENT UNDER NSBA'S PROGRAM CONSOLIDATION AND ESEA TITLE I REVISION FORMULA

1. In order to determine the effect of this formula vis-a-vis the existing Title I formula and proposed low-income alternative formulae thereto, reference should be made to the attached chart prepared by the New York State Education Department. For both charts the percentage figures represent the share of the total appropriations which each state would receive.

2. Figures for average daily attendance and per pupil expenditures are based upon 1972-1973 estimates. See National Education Association Research Report 1972-R-12, Estimates of School Statistics 1972-1973, at page 27. Figures for per capita personal income are based upon the 1971 table appearing in Survey of Current Business, August, 1972. See National Education Association Research Report 1973-R1, Rankings of the States.

3. Each state's weighted adjusted count factor is based on its percentage of the national average daily attendance, as adjusted by its relative per pupil expenditure level (effort) and its per capita personal income (wealth).

4. These percentages were computed without consideration given to the imposition of a 1972 "save harmless" provision is included, this distribution scheme would apply to those funds which are in excess of the amount needed to save every state harmless.

5. Per capita personal income for the District of Columbia was not included in in the chart referred to in footnote. A level equal to the national average was assumed.

(Note: Allow one percent overall margin of error for rounding off figures.)

(Figures in Percents)

NYSED 5/30/73

State	Total Pop.[1] 1970 Census	5-17[2] Pop. 1960 Census	5-17[3] Pop. 1970 Census	5-17 Pop. $2,000[4] 1960 Census	5-17 Pop. $3,000[5] 1970 Census	5-17 Pop. $3,500[6] 1970 Census	5-17 Pop. $4,000[7] 1970 Census	Orshansky[8] Poverty Index	Voc.[9] Rehab. Current Squared Formula	ESEA I[10] FY 1973 S/NAPPE Count $2,000 + AFDC	$2,000 +[11] AFDC Count 50% S/NAPPE	H.R. 69[12] $4,000 + AFDC Count Flat Grants	$4,000 +[13] AFDC Count 50% S/NAPPE	$3,000 + AFDC Count 50% S/NAPPE
Alabama	1.70	2.05	1.78	4.90	3.60	3.55	3.48	3.53	2.72	2.55	1.39	3.08	2.90	2.03
Alaska	.15	.13	.17	.10	.15	.15	.14	.16	.09	.20	.26	.20	.26	.17
Arizona	.87	.80	.92	.79	1.10	1.06	1.05	1.09	1.04	.66	.74	1.05	.96	.74
Arkansas	.95	1.08	.95	2.99	2.04	2.04	2.04	2.01	1.56	1.57	.78	1.85	1.72	1.18
California	9.82	8.44	9.51	4.17	7.87	7.78	7.90	7.74	6.41	8.44	11.19	8.26	7.65	9.93
Colorado	1.09	1.00	1.12	.68	.94	.93	.92	.93	1.10	.81	.96	1.02	.89	.88
Connecticut	1.49	1.33	1.46	.42	.78	.77	.76	.72	.78	.91	1.22	.86	.90	1.18
Delaware	.27	.25	.28	.15	.21	.21	.21	.23	.20	.19	.23	.25	.25	.20
Florida	3.34	2.60	3.06	2.88	3.87	3.86	3.88	3.89	3.65	2.07	2.16	3.96	3.58	2.54
Georgia	2.26	2.42	2.33	4.85	3.70	3.71	3.72	3.82	2.96	3.00	1.97	3.30	3.10	2.10
Hawaii	.38	.39	.39	.18	.25	.23	.23	.25	.33	.28	.34	.24	.25	.32
Idaho	.35	.42	.38	.25	.28	.30	.30	.31	.49	.22	.23	.32	.29	.25
Illinois	5.47	5.26	5.45	2.98	3.87	3.96	3.96	3.93	3.53	5.20	6.15	4.06	4.33	5.59
Indiana	2.56	2.64	2.64	1.54	1.59	1.58	1.59	1.60	2.41	1.45	1.44	1.85	1.49	1.23
Iowa	1.39	1.55	1.41	1.45	.90	.93	.95	.94	1.39	1.09	.76	.91	.86	.76
Kansas	1.11	1.20	1.09	.81	.83	.84	.84	.84	1.13	.71	.69	.85	.78	.67
Kentucky	1.58	1.82	1.61	3.91	2.86	2.87	2.81	2.71	2.28	2.36	1.43	2.49	2.35	1.68
Louisiana	1.79	2.03	1.98	4.06	4.74	4.10	3.98	4.01	2.55	2.35	1.93	3.58	3.35	2.44
Maine	.49	.55	.49	.37	.39	.39	.42	.47	.63	.43	.45	.43	.40	.34
Maryland	1.93	1.75	1.98	1.09	1.58	1.55	1.52	1.52	1.48	1.48	1.78	1.57	1.64	1.56
Massachusetts	2.80	2.64	2.68	.95	1.52	1.53	1.57	1.52	1.99	1.90	2.43	1.70	1.62	2.23
Michigan	4.37	4.53	4.66	2.52	3.00	2.93	2.90	2.86	3.48	4.00	4.64	3.24	3.30	4.42
Minnesota	1.87	1.98	2.00	1.56	1.22	1.25	1.29	1.28	1.85	1.57	1.34	1.30	1.41	1.41
Mississippi	1.09	1.43	1.21	5.15	3.63	3.52	3.44	3.40	1.99	2.65	1.39	3.04	2.85	2.02
Missouri	2.30	2.26	2.25	2.53	2.26	2.27	2.30	2.25	2.40	1.77	1.43	2.16	2.01	1.45
Montana	.34	.40	.37	.29	.33	.33	.33	.32	.42	.24	.23	.36	.32	.26
Nebraska	.73	.77	.74	.70	.60	.62	.61	.60	.75	.54	.46	.59	.54	.46
Nevada	.24	.15	.24	.07	.15	.15	.15	.14	.16	.07	.11	.16	.14	.11
New Hampshire	.36	.33	.36	.12	.18	.18	.18	.19	.38	.16	.19	.21	.19	.19
New Jersey	3.53	3.12	3.42	1.21	2.05	2.05	2.08	2.02	2.37	3.83	4.41	2.40	2.81	4.11

State	Total Pop.[1] 1970 Census	5-17[2] Pop. 1960 Census	5-17[3] Pop. 1970 Census	5-17 Pop. $2,000[4] 1960 Census	5-17 Pop. $3,000[5] 1970 Census	5-17 Pop. $3,500[6] 1970 Census	5-17 Pop. $4,000[7] 1970 Census	Orshansky[8] Poverty Index	Voc.[9] Rehab. Current Squared Formula	ESEA I[10] FY 1973 S/NAPPE Count $2,000 + AFDC	$2,000 +[11] AFDC Count 50% S/NAPPE	H.R. 69[12] $4,000 + AFDC Count Flat Grants	$4,000 +[13] AFDC Count 50% S/NAPPE	$3,000 +[1 AFDC Count 50% S/NAPPE
New Mexico	.50	.62	.59	.76	1.04	1.02	1.00	1.05	.70	.57	.62	.93	.86	.62
New York	8.95	8.31	8.30	4.04	6.95	6.98	7.01	6.84	5.28	14.68	19.15	7.91	12.30	18.00
North Carolina	2.50	2.84	2.52	6.53	3.96	4.00	3.98	4.06	3.51	3.87	2.08	3.69	3.44	2.37
North Dakota	.30	.39	.33	.47	.31	.33	.35	.36	.41	.32	.22	.36	.33	.25
Ohio	5.24	5.40	5.37	3.07	3.87	3.77	3.69	3.55	4.78	3.25	3.63	3.71	3.42	3.11
Oklahoma	1.26	1.30	1.22	1.71	1.58	1.62	1.63	1.59	1.63	1.26	1.02	1.54	1.44	1.07
Oregon	1.03	1.01	1.02	.48	.74	.73	.74	.70	1.04	.69	.84	.90	.84	.84
Pennsylvania	5.80	5.99	5.57	3.54	3.82	3.88	3.94	3.96	5.48	4.89	5.39	4.15	4.05	5.07
Rhode Island	.47	.44	.43	.24	.33	.35	.33	.32	.39	.37	.44	.34	.34	.40
South Carolina	1.28	1.59	1.37	4.18	2.64	2.61	2.57	2.67	2.03	2.23	1.12	2.33	2.17	1.52
South Dakota	.33	.41	.36	.62	.43	.45	.45	.44	.43	.41	.27	.44	.41	.32
Tennessee	1.93	2.10	1.91	4.45	3.16	3.21	3.22	3.18	2.82	2.33	1.20	2.88	2.70	1.81
Texas	5.51	5.64	5.71	8.05	7.56	7.73	7.79	8.27	6.57	5.48	4.44	7.79	7.07	4.96
Utah	.52	.58	.59	.24	.39	.40	.39	.40	.70	.30	.37	.40	.37	.37
Vermont	.22	.22	.22	.15	.13	.14	.15	.17	.26	.17	.18	.20	.18	.18
Virginia	2.29	2.29	2.28	3.39	2.67	2.71	2.70	2.78	2.63	2.36	1.76	2.57	2.40	1.94
Washington	1.68	1.62	1.68	.67	1.08	1.09	1.13	1.04	1.38	1.07	1.36	1.25	1.17	1.26
West Virginia	.89	1.15	.84	2.15	1.44	1.42	1.41	1.38	1.32	1.28	.74	1.28	1.20	.84
Wisconsin	2.17	2.24	2.29	1.18	1.34	1.35	1.36	1.35	2.10	1.34	1.40	1.44	1.46	1.45
Wyoming	.16	.20	.17	.11	.13	.13	.13	.13	.18	.10	.10	.14	.13	.10
District of Columbia	.37	.32	.31	.30	.48	.48	.47	.48	.76	.77	.98	.53	.61	.10
TOTAL	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	*	100.00	100.00	100.00	100.00	100.00

*Totals to 100.00 including outlying areas.
(Totals may not equal 100.00 due to rounding.)

Footnotes

[1] U.S. Bureau of the Census, U.S. Census of the Population-1970, General Population Characteristics, Advanced Report PC (V2)-1, U.S., NCES Staff Computations.

[2] U.S. Bureau of the Census, U.S. Census of the Population-1960, General Population Characteristics, PC (A2), NCES Staff Computations.

Footnotes (continued)

[3] U.S. Bureau of the Census, U.S. Census of the Population-1970, General Population Characteristics, PC (1) B-US, NCES Staff Computations.

[4] Total number of children 5-17 years of age, inclusive, from families with less than $2,000 per annum total income. Does not include AFDC totals. U.S. Bureau of the Census, U.S. Census of the Population-1960, Special Tabulations prepared for the Office of Education (REP) by the Bureau of the Census.

[5] Total number of children 5-17 years of age, inclusive, from families with less than $3,000 per annum total income. Does not include AFDC totals. U.S. Bureau of the Census, U.S. Census of the Population-1970, Special Tabulations for the Office of Education by the Bureau of the Census.

[6] Total number of children 5-17 years of age, inclusive, from families with less than $3,500 per annum total income. Does not include AFDC totals. U.S. Bureau of the Census, U.S. Census of the Population-1970, OE; Division of Compensatory Education Staff Computations of Special Tabulations. Prepared for the Office of Education by the Bureau of the Census. March 30, 1973.

[7] Total number of children 5-17 years of age, inclusive, from families with less than $4,000 per annum total income. Does not include AFDC totals. U.S. Bureau of the Census, U.S. Census of the Population-U.S., Special Tabulations Prepared for the Office of Education (REP) by the Bureau of the Census.

[8] Total number of children 5-17 years of age, inclusive, from families with total incomes less than the Orshansky Poverty Index. Does not include AFDC totals.

[9] New York State Education Department calculations of Department of Health, Education and Welfare data.

[10] Estimate Total Authorization, ESEA I, Part A, for Fiscal Year 1973. Includes total authorization for local educational agency grants, state agency grants and Administration funds. 1960 Census Income Level Data.

[11] Low-Income Totals from the U.S. Bureau of the Census; U.S. Census of the Population-1970, Special Tabulations prepared for the Office of Education by the Bureau of the Census. AFDC: Reported totals from U.S. Welfare Administration as of January 1, 1972 (State Reports). Foster Children: Reported totals from U.S. Welfare Administration as of March 1971 (State/County Reports). Neglected and Delinquent and Correctional: Totals reported to the Bureau of Elementary and Secondary Education by Division of Compensatory Education as of January 1972. 50% S/NAPPE: Certification of State of Current Expenditure per pupil, Elementary and Secondary Surveys Branch, Division of Survey Planning and Analysis, NCES. (1971-72 School Year).

[12] Computed at $300 per child in the estimated 5-17 population at $4,000 per annum income level. Low-Income Totals below $4,000 as in Column 7. Estimated 5-17 AFDC population above $4,000 per annum income level estimated by NCES, Reference Estimates and Projections Branch, on the basis of 5-17 population in AFDC families at $3,000 per annum income level, as reported for Fiscal Year 1972 and adjusted on the basis of "amount of basic needs" and "% of full standard" for such needs, Welfare Administration report, NCES A-4 (1970). Other 5-17 population totals as in Column 11 (U.S. Census of the Population; 1970). NYSED staff computations of Department of Health, Education and Welfare data.

[13] Low-Income Totals as in Column 12 at $4,000 per annum income level. 50% S/NAPPE as in Column 11. NYSED staff computations of Department of Health, Education and Welfare data.

[14] Low-Income Totals as in Column 5 at $3,000 per annum income level. AFDC: Reported totals from U.S. Welfare Administration as of January 1, 1972 (State Reports). Other 5-17 population totals as in Column 11. U.S. Bureau of the Census--1970. 50% S/NAPPE as in Column 11. NYSED staff computations of Department of Health, Education and Welfare data.

Mr. STEINHILBER. I think my comments will be fairly brief. The first comment I would like to make is that we have always been chastised by the administration and others that we have taken a negative viewpoint by indicating what is wrong with something, rather than what could be done. With this in mind we decided to take a positive approach and actually had the audacity to submit to the committee a bill which we have drafted.

Now, this bill, I might add, takes into consideration some of the problems which Mrs. Reimers has just mentioned; and it is offered as a suggestion to the committee.

To date we have found no bill that could perfectly resolve all the questions and all the problems. Nevertheless, we submit ours to you in good faith as a first step toward resolving some of the difficulties in a very complex area.

Our bill has four titles.

Our first title extends certain elementary and secondary education programs to the end of fiscal year 1978.

Our second title is a program consolidation, provided therein is a triggering mechanism which permits program consolidation to occur only when total Federal appropriations exceed the base year.

In other words, program consolidation cannot be used as a mechanism to cut the Federal commitment to education. Once the base year figures for total appropriations are maintained, then program consolidation goes into effect.

I might add at this point we are also suggesting that Congress mandate the National Center for Education Statistics to come up with an annual cost of education index. Such an index was suggested at one time by the President's Commission on School Finance. It has been our thought that since the Bureau of Labor Statistics comes up with similar kinds of labor data, we should be asking the same kind of education information from the Office of Education and the National Center.

I will not go into the formula for our distribution of funds. Needless to say, we have appended some tables which give you an idea of how the money will be distributed State by State. That is always of interest to Members of the United States Senate.

I would add a couple of other points with respect to our bill. We are suggesting that a new national advisory committee be implemented. This suggestion is based on the fact that we have found it extremely difficult to name or to suggest names to the administration as to who would be equitable council members, that is, who would give a true viewpoint on the operation of current programs.

The National School Boards Association has at this time and date absolutely no one on any national advisory committee, administered under the auspices of the Office of Education. I think this is unusual, to say the least. We are suggesting a remedy which is similar to what we saw in the development of the legal services program under OEO.

If you recall the discussion, it was that certain members of the corporation would be named by the bar association. Well, we are suggesting the establishment of a national advisory committee wherein each of the major educational associations submit a panel of four names to the administration and the administration would select two. We could also have provisions in there for the public at large being represented. But this would seem to be a mechanism for getting around the particular problem which this particular advisory is established to avoid.

In addition, our bill does contain a freedom-of-information kind of provision, wherein every local school district would know not only how well its applications are doing at the State and Federal level, but how the applications of all other districts are doing, so as to prohibit any questions that might arise in the approval of applications and the distribution of funds.

Title III of our bill is a suggestion with respect to the reform of impact aid. That problem has been forever plaguing us. So we have come up with a suggestion. Basically we would be paying the "A" category of youngsters—I am thinking of authorizations, not establishing entitlement levels in the appropriations—by counting "A" category youngsters the same way we are now. I am not going into detail so there is some variation from what I am saying and what is in our printed statement.

With respect to "B" category youngsters, if that "B" category is what we would call "B–in" we would be basically paying exactly as we are now. I should say the same method of calculating would take place.

As an aside, we do change the allotment to 60 percent of the State average, rather than the current 50 percent of the State or national average, whichever is higher.

With respect to civilian "B–outs," and I am jumping over some specifics here, but with respect to some civilian "B–outs," we are suggesting that one of two things occur: one, they not be counted at all or two, that they not be counted for those districts which have less than 30 percent of their children counted for impact aid purposes.

Not included in our impact aid program, but a suggestion by the Senator from Colorado, which we would support, is a phase-in and phase-out provision, whereby those districts which might be hurt by our impact aid amendments would have an opportunity to—even with "B–out" youngsters, be gradually withdrawn rather than dramatically cut in 1 year.

Title IV of our bill makes a drastic suggestion in the change of title I formula. We are suggesting that the title I formula take into consideration per capita income, per pupil expenditures and average daily attendance. We have found it extremely difficult in the year-to-year operation of title I, to draw the distinctions between educationally disadvantaged and economically disadvantaged. The two groups are not identical.

We count one group for the purpose of getting money under the formula, and we provide services for another group. Sometimes they are the same; sometimes they are not.

Census data, as you well know, up until last year we were using 1960 census data which was collected in 1959, which means that up until last year there were no children in school who were counted under the 1959 census. They had all graduated. Even next year, when we will be using 1970 census data, it will be 6 years behind. Given a 12-year school cycle, half of the youngsters counted under 1970 census data, will no longer be in school.

AFDC payment vary so much from State to State, region to region and it causes us difficulties every time we take on the appropriations process because then the questions arise with respect to floors and guarantees and grandfather clauses. We are suggesting a radical change in the formula and I am submitting it to the committee for their study to try to resolve some of the problems which we have encountered up until this time.

Mr. Chairman, I do also have some comments with respect to your bill, S. 1539. I think the two most major comments that we have are in support of some of the concepts preserved therein. First is the way which that proposed legislation handles the regionalization problem. We believe that the whole question of regionalization is not and it should not be left entirely to the administration, but should be worked out in conjunction with the Congress.

I would say we have one particular problem with your bill, and it is the usual phrase that sometimes develops in boilerplate, and that is the use of the language "such other records as will facilitate an effective audit," or "such other data as the Secretary or Assistant Secretary deems necessary."

I would call the committee's attention to how we handle similar kinds of requests in our bill in section 216 of our bill which limits, let us call it, a "fishing expedition" only to the purposes of the bill and not beyond the four walls of that bill.

That summarizes my statement, sir. If you have any questions we will be delighted to answer them.

Senator Pell. Thank you very much.

To digest your views then, as I understand them, what you are saying is that you think that you want to keep the categorical programs but you think the administration of them is burdensome and you want to see some consolidation of administration?

Is this an oversimplification of what you are saying, or is that about it?

Mr. Steinhilber. That is a valid statement.

Senator Pell. Secondly, as we move ahead with these different bills and their consideration, we want to give a fair hearing to all the different bills. I would gather in its present form you would rather keep this present legislation on the books than substitute it with either the administration's bill or the bill that I have offered. Would that be correct or not?

We have to make pretty much black and white decisions. Which of the two do you prefer?

Mr. Steinhilber. I realize that——

Senator Pell. I guess your own bill would be your first choice, obviously.

Mr. Steinhilber. Obviously, that is our first choice.

Senator Pell. The remaining three: the present bill, the administration's bill, and the one that I have offered; which one do you prefer?

Mr. Steinhilber. The reason I cannot give a direct answer is that I see your particular bill and the present law as more complementary than alternatives. Your bill, which actually sets up, let us call it, a legislative codification of current law, whereby, for example, the same definition applies to all programs, I think is perfectly compatible with existing law and could be added to any piece of legislation, including our suggestion or the Better Schools Act.

Now, with respect to the Better Schools Act, I can say categorically we would oppose its passage, period.

Senator PELL. Do you have any philosophical views about the question of passthrough of tax funds to the local school boards and school districts? Do you support this concept or do you think the Federal Government should keep a string on these programs?

Mr. STEINHILBER. If the Senator is speaking of a passthrough mechanism whereby money would flow to the local school districts, a distribution must be made between general aid and categorical aid. If the Senator is asking the question in the context of categorical aid, our position is that categorical programs should maintain existence, but there should be some ease of administration as well as some flexibility in the way the moneys can be shifted between and among categories.

We would contend that while we have to account for the categories and how the money is used, we would see this more as a reporting function back to the Federal Government than a day-to-day administrative control function.

Now, when we get to the question of general aid to education, we would then say that we would prefer the approach of a direct passage of tax funds with no strings attached. So that I would have to divide your question and I am not quite sure which way it was posed.

At the current time we would consider that current categorical programs should be continued. There is no need to discontinue them.

Senator PELL. Thank you.

The Senator from Colorado.

Senator DOMINICK. Mrs. Reimers, I would like to get in a little dialog with you first, if I may, before I get to Mr. Steinhilber.

In your statement you say that the administration is no longer pursuing its bill. I want to tell you that is not accurate; they are. They would like to have, as I said to the chairman, very extensive hearings on it to try to find out what people are saying about it, what could be corrected, what could be changed.

But they are sticking with the concept of the bill, special revenue sharing. They are not necessarily bound word by word to the provisions of the bill. As you well know, when I introduced it, I made some comments which have been rather widely circulated. It did not make me very popular downtown.

I would like, however, to go into some of the specific about it. As I read your statement, talking about the Better Schools Act, what you are really saying is that there is not enough money in it; is that not right?

Mrs. REIMERS. That is a part of it.

Senator DOMINICK. So, if funding of the program was at least at the levels of what was spent on the programs which are folded into this, there are some 30 I think, folded in, you would feel happier about the bill; is that correct?

Mrs. REIMERS. That is correct, provided there were not other programs left out of it, in the folding process and provision was made to correct the other problems raised by my written statement. It is my understanding that in the present proposal there are certain categorical programs which are not included in the special revenue sharing at all.

Senator DOMINICK. That is right, and presumably they are going to be funded separately as categorical programs.

IMPACT AID REFORM

Now going on to the Public Law 874 category B students, Mr. Steinhilber made some comment which I did not quite get, on category B programs for impact area aid that I put in, as a suggestion for what we could do to have a phasein and phaseout program. Would you mind giving me your comment again?

Mr. STEINHILBER. Yes. We are making a suggestion in our bill that we count all category A youngsters identical to the way we count them now.

Senator DOMINICK. Right.

Mr. STEINHILBER. And all B-in youngsters, both civilian and military, meaning where the military base is in the school district, would be counted as one-half of a child. That is exactly the way they are now counted.

Military B-outs, when the military base is outside of the school district, if that is a high impact district—and "high impact" we are defining as 25 percent, we would continue to count one-half the children, the same as they are counted now. However, if they are not in the high impacted aid district, less than 25 percent, B-outs payments would be made at the rate of one-half of "B-in." In other words one-half of one-half or one-quarter of each youngster is counted. Finally, our impact aid revision excludes civilian B-outs.

Senator DOMINICK. Under what dates do you do this?

Mr. STEINHILBER. We have not suggested any dates. My comment with respect to your bill was that while it was not a part of ours, we have looked at your suggestion and find that one of the ways in which our proposal can be improved upon is for those districts which are hurt to be given an opportunity or a time in which to change their tax structure, so that they—I think you used the term that they do not have to absorb this "cold turkey," in your statement on the floor of the Senate.

Senator DOMINICK. Let me discuss that with you a little bit. The problem with impacted area aid under 874 in the civilian part, has been looked at by, I think, five administrations now, regardless of party, and they have all tried to kill it.

Up to date they have been unsuccessful as far as Congress is concerned. Now, the difficulty of course, is the fact that the wealthier school districts around Washington, in particular and some of the other areas, get a lot of money out of this which they really do not need in terms of their ability to raise their own funds.

My thought, in putting the formula where I did, where you get 100 percent the first year and then 75, 50, 25, and so on, is that property taxes are always a year behind. The kids go to school before the family moves into an area, before the property taxes come into the school district, and therefore I phased it out over a period.

Certainly a civilian Federal employee who is living in Montgomery County, by the time they have been there 5 years, is paying just as much as any other person is who is not a Federal employee. So it really would not seem, over a period of 5 years, for there to be any reason for this distinction.

The military, however, by and large rotate and they rotate rather rapidly. Four years is a long term for anybody to be at a base with a family, and they usually get transferred to another; so the rotation period would automatically, as they move in, bring them up to the 100-percent level before they get phased out at all, thereby taking care of the situation whereby they are not paying as many taxes and where the Federal installation has impacted on the area.

Under your proposal, as I understand it, you are doing it all in one year?

Mr. STEINHILBER. That is correct.

Senator DOMINICK. Cutting it out. And that one of the difficulties with your proposal, obviously is that it treats the military, high-impact, low-impact, area on a 25-percent basis. If the district had 24 percent instead of 25, they are still, in my opinion, pretty badly impacted, particularly if they happen to be in a low-cost, relatively low-cost housing area.

Mr. STEINHILBER. That is only for the B-out youngsters; that is where the military base is outside the school district. But that is the only time we make that distinction.

Senator DOMINICK. In our State we have a town called Security, a great many of the people who live there work at Fort Carson. It is a totally different area, but the total assessed valuation, if you did it at 100 percent of present market value, would not meet the amount of money that they need for the schools.

So they are in tough shape, even though they are out and insofar as your formula is concerned.

Now, I do not think we are ever going to get a total agreement on this. Obviously the people who live in a school district with a lot of people from Federal civilian employees, are very grateful for the Federal money that comes in, because it lowers their taxes and they do not want to see this changed.

In like manner, those areas which are just below whatever percentage you make in the military out bases, are going to feel that they are being abused. I do not think there is any way that you are ever going to get total agreement.

What we have to do is try to make it as fair as we can. But I would think that we could work along the lines that I have and along the lines that you have, try to fit them together, without creating too many problems. The major problem is to try and determine where the cutoff of the impacted area aid is going to seriously disrupt the school system. I cannot see that those districts are any other than military districts? Can you?

Mr. STEINHILBER. Yes. To other than military districts, we do have problems. For example, in the area in and around San Diego where you have a naval base with civilian employees at the naval yards and so there are such areas around, both in San Diego——

Senator DOMINICK. Why would that be troublesome?

Mr. STEINHILBER. It is a real problem even with civilians.

Senator DOMINICK. Why would that be a problem. Why is San Diego in a position which creates difficulty?

Mr. STEINHILBER. I am just giving you an example. If we exclude all civilians——

Senator DOMINICK. I understand that. I do not see why that is a problem. The civilians own their house, do they not?

Mr. STEINHILBER. Yes; that is quite true. Let me give an example of something that actually does exist. I will give it to you as a hypothetical. This situation does exist in a county school district fairly close to Washington, D.C. There happens to be a small military establishment, a small military base. There happens to be also a Westinghouse plant. Now, that Westinghouse plant is paying taxes, as is its civilian employees paying taxes on their homes; whereas at the military base there are no taxes collected by the school district on that military base. This is one of the reasons, if you recall, sir, the reason that an "A" category youngster is counted as a whole and "B" category youngsters only counted one-half.

Senator DOMINICK. I would agree.

Mr. STEINHILBER. Taking that kind of distinction—well, we have opposed in the past any discussion of discontinuing the B category youngsters on the grounds that that school district should have the availability of taxing all of the property and that half of the tax resources for education is really taxable on commercial property.

That is what is being withdrawn from the tax rolls.

Senator DOMINICK. Well then, if you take that attitude the problem is: what do you do about a national forest?

Mr. STEINHILBER. There are exceptions—you well know, the impact aid has several concepts. Sometimes it is viewed in terms of property being taken off the tax rolls; and sometimes in terms of the impact on student enrollment, meaning a sudden influx of youngsters into a school system which had not been there before.

There has also been a philosophical rationale that the military has taken that they want to make sure the education for the children of military youngsters, especially now since we are going to have an all-volunteer service, is of the highest quality possible in the United States.

I realize we have different philosophical questions on impact aid, which sometimes causes us to view the formula in different directions. I hope we can resolve those differences.

Senator DOMINICK. Mrs. Reimers, you say on page 8 of your statement, talking about local control of education, which I have always been in favor of and I think the whole committee is, you say that the Better Schools Act provisions with regard to title I and 874 3(a) were objectionable to the extent that they opened the door for greater State administration of local programs. In what way?

Mr. RESNICK. The administrative objections you refer to are somewhat indirect in that under the Better Schools Act, the State agency would be able to operate title I grant programs through the local district. What we were afraid of was that, through those kinds of programs, the State agency might be in a position to coerce local units of government to conform with title I concepts to that of the State, in order to receive additional money from the State level.

Senator DOMINICK. But at this point title I programs coerce it from the Federal level; is that better?

Mr. **Resnick.** We are not saying it is better. What we prefer to do, of course, is to eliminate any interference with respect to local determination over the operation of the title I program.

Now, with respect to impact aid, there was a statewide comparability factor added to the Better Schools Act, which said that as a condition for receiving impact aid funds, the State agency would have to provide a comparable level of education for all impacted school children.

To our way of thinking this would lead to a notion of full State funding of education. Certainly we support the intrastate equalization of education. However, we do believe that power equalization, which leaves expenditure determinations to the local units, is preferable to full State funding, which takes away from the local unit of Government the right to determine its expenditure rates.

Mrs. **Reimers.** Senator, if I may respond to your question in a different context. The vocational money that comes through from the Federal Government to the local district is a source of continual trouble, at least in our particular State it is——

Senator **Dominick.** Your State is what?

Mrs. **Reimers.** Connecticut.

The State departments tend to empire build with Federal money and if their empires happen to conflict with the local need then the local need generally is not met.

For example, in Connecticut we have vocational technical high schools, which are a separate organization from the local high school in the district. We are not permitted to run the programs in our local high schools that are needed if they are run in the vocational high school.

The vocational technical high school cannot accommodate the number of youngsters who wish to go there; therefore you have a large number of young people deprived of the kind of program they need in their own comprehensive high schools because of State administrative interference in a program. I believe this is the essence of what we mean——

Senator **Dominick.** Can you not change that in the State legislature? That is a State law? That is not a Federal law.

Mrs. **Reimers.** That is a little more complicated than that. We are working at it and the thing that has helped the most has been an independent advisory committee on vocational education, which has made this a cause celebre.

GENERAL EDUCATION AID

Senator **Dominick.** In your testimony you say in the Better Schools Act when you are commenting on point 4, it does not matter whether the problems of redtape, grantsmanship, and loss of local program discretion is imposed by the State or the Federal bureaucracy.

What you are saying there, as I understand it, is that you would rather have a general education bill?

Mrs. **Reimers.** General aid bill.

Senator **Dominick.** Well, you cannot get it. I hate to tell you that. You've got too many constitutional problems.

Mr. Resnick. A portion of the comment was directed to the fact that the Better Schools Act did not in any way limit State administration of the consolidation. From our standpoint it makes little difference whether we are talking about Federal regulation or State regulation. In attempting to handle this in our bill we do have a feature whereby, as in general revenue sharing, two-thirds of the funds would pass through to the local unit of government, which would have to use the money for the categorical purposes of the consolidation.

However, this would be a bypass of the State level in exactly the same way that general revenue sharing does.

ROLE OF LOCAL SCHOOL BOARDS

Senator Dominick. There are a great number of people who are extremely nervous and in many cases, I think, unnecessarily so, but it is over the fact that level school boards as such would find themselves involved with discrimination problems or with lack of innovative programs and so on that they are not going to do enough along those lines, which is one of the reasons I would think that they wanted to keep some feeling of State responsibility on it.

Have you got any comment on that?

Mr. Steinhilber. I might add: in our bill we do have a comprehensive State plan. We do have comprehensive local district plans.

Now, as Mr. Resnick indicated, even on our categorical pass through, the local school district would still have to be using the money for those categorical purposes to retain the Federal interest, the "in" categories and also retain the degree of accountability for the funds.

You know next year and the year after how the money is being used. However, even though this does occur, we use it in terms of a local plan as well as State plan, so that the local district can determine in its entire package how it is going to be using the funds. This is the method we are trying to suggest as a compromise between what we now have and with all of its categories and all of its regulations, and a general aid bill in toto.

Senator Dominick. Do all the States in the country—do you know—have State, local school boards, and by that I mean an association by which more input could be made into the State's determination of what its plan might be?

Mr. Steinhilber. Yes. Every State has local school districts.

EXTENT OF CONSOLIDATION

Senator Dominick. Well, I think you are right, then, on comment 5. I woud see no reason why that could not be changed to give the local school boards more of an input into the plan than they now have.

Under 6 you say that the extent of consolidation provided for by the Better Schools Act does not go far enough. I raised this point myself. We are talking about trying to get special revenue sharing with the States and local bodies determining what they are going to do, but we really do not do it. We can consolidate 30 programs and then set aside certain moneys for the disadvantaged and certain moneys for others and I do not think, however, that I am talking about the type of consolidation that you are, from reading your statement.

What are you talking about in terms of consolidation? Are you talking about consolidation of categorical programs or are you talking about administration again? That is on page 10.

Mr. **Resnick**. We are talking about a consolidation in both directions: (1) the various categorical programs; and (2) the actual administration of programs.

Now, with respect to how far the Better Schools Act should go, it primarily addresses itself to the large State plan programs. We would prefer that many of the small direct Federal to local programs be included. Relatively speaking, most of the management inefficiencies are associated with direct Federal to local programs, wherein the amount of money for any particular program is not all that great. In addition, poor districts cannot afford Federal program specialists and hence cannot even become aware of these programs, let alone put up the risk of capital to apply for them and to actually manage them.

Senator **Dominick**. I totally agree with you. This is why I think that the revenue sharing approach is a better one. I am told, however, that there is absolutely no chance of consolidating any more and bringing the disadvantaged and vocational education and so on, all into the same package, that politically speaking you would never get it through. The reason, obviously is that people have a humanistic feeling about this, for which they think therefore, there ought to be special set aside for them.

Mr. **Resnick**. We do believe that perhaps there may be room for some consolidations that may not even be a part of the Better Schools Act.

For example: The emergency school aid program has, in addition to the basic grant program, five or six different categories. We believe that that program would be far more acceptable if those side categories were consolidated into one large grant.

Senator **Dominick**. I would agree with you, but I do not think we can get that through.

In summary can I say that I am going to have to study the proposed bill a little more carefully; that the Better Schools Act in your opinion is going in the right direction, provided it has more money and it has less degree of proposed State control?

Mrs. **Reimers**. I would agree with that in the context of my written statements. From our experience with the Emergency Aid Act and the regulations that were developed thereunder, and I did take part in some of the preliminary discussions before those regulations came out, we can be strangled in regulations. And that is what will happen on the State level in the Better Schools Act, also.

Senator **Dominick**. Fine. Thank you very much.

Senator **Pell**. Thank you.

Two points in connection with Senator Dominick's questions: First, I am not sure I fully agree with the idea that education should always be locally controlled. I believe certain standards can be set at the Federal level, while others can be set at the local level.

I think it is sort of like motherhood; we are for it in principle but we want to be sure that the local control is exercised sensibly. Yet we want to make sure that certain standards are met. We do not have national standards.

Second, I want to be sure I understand—I think the witnesses are very agreeable, and I understand they agreed with my view and I understand they agreed with Senator Dominick's view. I want to be sure which it is. You did or you do not support—I cannot bring myself to call it the Better Schools Act, the administration's education bill?

Mrs. **Reimers.** We do not support the bill, but we do support the concept of consolidation.

Senator **Pell.** Based on administration consolidation and more money for school boards?

Mrs. **Reimers.** Correct.

Mr. **Resnick.** We would support the notion of the Better Schools Act if the six specific objections that we have listed in our testimony, in addition to our problems with regionalization, were taken care of in the bill, and if the bill provided some guarantee that, as a result of the consolidation, in future years the total appropriations from the Federal level for education would not be reduced. This is why, for example, in our bill we included a triggering mechanism which would not permit the consolidation to go into effect unless the sum total of funds appropriated for each of the categories exceeded the 1972 level, as adjusted by the cost of education.

Senator **Pell.** You do or you do not support—obviously there are changes and I congratulate you on the original thinking, work, and study—but these proposed changes——

LOCAL CONTROL OF EDUCATION

Senator **Dominick.** May I say that in the General Education Provisions Act, section 422 cautions that no provisions shall be construed to authorize any department, agency, officer, or employee of the United States to exercise any direction, supervision, or control over the curriculum, program of instruction, administration, or personnel of any educational institution, school, or school system.

Moreover, the selection of library resources, textbooks or other printed or published, instructional material, by any education institution or school system or to require the assignment or transportation of students or teachers in order to overcome racial imbalance.

Suppose we put that in, so far as the State is concerned, in the Better Schools Act? Would you not think that would be helpful in at least alleviating some of your concern over State controls?

Mrs. **Reimers.** As you know, that is a very complicated question and does not lend itself to a snap answer, because once the question of civil rights and desegregation is involved you have a different ball game.

Senator **Dominick.** You can just leave that out for a minute, if you want to. I wish you would give me your thoughts on that and I can see what you are worried about.

Mrs. **Reimers.** The whole question of local control is so complicated and so frustrating. As a local school board member, time and again I have been forced to reach to the next higher level of government for help in getting good education for children because the local board failed to meet its responsibilities. The same thing occurs at the State level.

I work for the Education Committee of the General Assembly of the State of Connecticut and have a close view of what happens there. The State legislature and the State departments of education also, on occasion, fail to meet the needs of children and then we appeal to the Federal Government. The circle then comes round about and you get into trouble coming back down through this hierarchy, so that there just is no simple answer to your question, sir.

Senator DOMINICK. All right. Think about it and let me know what you think, whether it would be helpful.

Senator PELL. Senator Stafford.

EFFECTIVENESS OF CATEGORICAL PROGRAMS

Senator STAFFORD. Thank you, Mr. Chairman. I am sorry that I was not here to hear the statements that were made and possibly previous questions have developed this theme, but I wonder if either of the witnesses would care to tell us which of the categorical programs that exist, in your judgment, work and which ones do not work?

Mrs. REIMERS. They all work in some places and none of them work 100-percent perfectly. One of the difficulties I think we have with judging categorical programs is that we tend to expect instant results, and education being such a prolonged process, with outcome so far in the future, that what we may think is a failure today may be 10 years from now a success, and the reverse may be true.

I think of all of the categorical programs the generally accepted best one is ESEA, title I. This has been a tremendous advantage all over the United States.

Of the smaller programs, vocational education is certainly one of the best. There is something good to be said for all of them.

Mr. STEINHILBER. When one speaks of the problems of categorical programs, one reason why we are looking for program consolidation, or at least flexibility in the use of funds, is that all too often categorical programs become somewhat like band-aids in that they are patched onto—not woven into—the public school system. The Federal programs of a categorical nature, because they are subject to the vagaries of the appropriations process, inconsistent funding, late funding, become political footballs between an administration and Congress. The net result is that the planning which goes into these categorical programs takes place on a somewhat haphazard basis, through no fault of the local school district.

A local school district has already made its budget for this fiscal year last spring, supposedly for all programs starting in September. However, as of this particular time and date we do not know the details of how much money the Federal Government will be providing for education for this year. The voters have already acted; teacher contracts have already been signed.

So this is another factor to which you have to look when you say which programs have succeeded and which have not.

Senator STAFFORD. Thank you.

Senator PELL. Thank you very much, indeed.

Thank you, Mr. Steinhilber, an old friend of the committee, and we appreciate Mr. Resnick's work. Glad you were here.

In our usual undisciplined way, the Senate has devoted too much time to you so we must ask the following witnesses to be as brief as they can.

[The prepared statement of Mrs. Griffin supporting Mrs. Reimers' and Mr. Steinhilber's testimony follows:]

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Statement on behalf of
Tennessee Delegates to Federal Relations Network of
National School Board Association

by

Mrs. Helen B. Griffin
1st Vice-President and
Chairman, Legislative Committee
Tennessee School Boards Association

on

The Amendments to and Extension of
Elementary and Secondary Education Programs

before the

Subcommittee on Education
Committee on Labor and Public Welfare
United States Senate

October 5th, 1973

Gentlemen, the Tennessee delegation to National School Boards Association's Federal Relations Network are aware of and familiar with the testimony given before you by Barbara D. Reimers, NSBA President, and August W. Steinhilber, NSBA Director of Federal Relations, on July 25, 1973. We support the major points of their testimony, and would like to emphasize, with some modifications, points of particular interest to those of us representing Tennessee school boards. We have two main points, both relating to Title I provisions, and the second relating to Impact Aid funds as well.

1. The "educationally disadvantaged" child should be eligible for Title I services regardless of the school which he attends. We are aware of and support proposals allowing the state educational agency to define "educationally disadvantaged." However, ours is the first proposal which we have seen which would eliminate the identification of particular schools as "Title I" schools, while others are not "Title I." Three of the systems cite particular children who were eligible for and received Title I services in one school, but who were required to transfer to another school, some because of court-ordered desegregation, and some because of the need to balance enrollments within given buildings. These children still need the Title I services, but federal regulations prevent our furnishing it to them. Another system stated that in its system, the small schools which enroll numerically a small percentage of their total student population qualify for Title I; their larger schools, which contain numerically many more disadvantaged children than the smaller schools, do not qualify. Therefore, they cannot serve many children whose need is just as great as those who are served.

2. Changes in funding Federal educational programs, including Title I and Impact Aid (P.L.874) should be phased in and phased out. We see this as a modification of the "save harmless" provisions. We do agree that such provisions should extend to the local level rather than just the state level. Massive immediate cuts or increases make adequate planning difficult and work undue hardships on Boards, and on the children in the affected schools. We recognize that no formula for distribution of funds is perfect, and that changes will be required from time to time. However, we plead that these not be abrupt.

Where there should be a large increase in the number of students eligible for Impact Aid funds, we feel this calls for an immediate increase, rather than phasing in. Since so few strings are attached to this program, the School Board can use it where the need is greatest. Certainly, if a system experienced a large increase in the number of students, its need would be immediate.

Thank you for your consideration of these points, in addition to those presented by Mrs. Reimers and Mr. Steinhilber. We strongly feel that their inclusion in the provisions of the Elementary and Secondary Education Programs would result in better education for our children.

Senator **Pell.** The next witness will be Mr. Daniel B. Taylor, superintendent of schools, State of West Virginia, and representing the Council of Chief State School Officers Association.

I would ask that there be included a very warm introduction by Senator Randolph who regrets that he cannot be here. He admires your work very much indeed.

PREPARED STATEMENT OF JENNINGS RANDOLPH, A U.S. SENATOR FROM THE STATE OF WEST VIRGINIA

Mr. Chairman, I regret that I am unable to attend today's opening hearing on categorical programs for Federal aid education because of a previous commitment out of the city. Today the subcommittee will receive testimony from Daniel B. Taylor, State superintendent of schools from West Virginia. I particularly regret not being present for Mr. Taylor's testimony.

I was a member of the Education Subcommittee during the decade of the 1960's when many of the programs that will be discussed during these hearings were created. That was a period of intense study and change in the direction of education in this country. Through legislation conceived, drafted, and finalized in this subcommittee, the direction of education was changed toward providing equal educational opportunities for all citizens.

Our mandate as we begin these hearings is just as great as during the years when these programs were originated. Today the subcommittee begins an intense reevaluation of the Federal role in the education of our young people. We will closely examine the present structure of Federal aid to determine how or where it is failing and how best to improve it.

The progress that we have made over the last 10 years in education in this country has been great. The legislation of the 1960's was a primary force behind this progress. I am confident that the present structure can still accomplish our education goals, but we must find ways to alter the structure to meet the ever-changing and expanding needs of our communities and its citizens.

Mr. Taylor's testimony will be of great interest and value to the subcommittee during our study. His knowledge of education and experience in administration is respected throughout our State. I would like to welcome Mr. Taylor to the subcommittee. I look forward to carefully studying his testimony when I return to Washington.

STATEMENT OF DANIEL B. TAYLOR, SUPERINTENDENT OF SCHOOLS, STATE OF WEST VIRGINIA, REPRESENTING THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS ASSOCIATION

Mr. **Taylor.** I am Daniel B. Taylor, superintendent of West Virginia Schools, representing the Council of Chief State School Officers and all State superintendents and commissioners of education. I am accomplanied by Dr. Ray Peterson, director of Federal Liaison for the Council of Chief State School Officers.

I understand that you want to confine the discussion today primarily to categorical programs. However, I am sure you fully appreciate that in order to do that it is necessary to touch on other programs as well.

I have a prepared statement of some considerable length which I will not read. If I may, I would like to skip through, hitting some of the highlights as briefly as possible and hopefully at the conclusion there may be some questions, Senator Pell.

[The statement referred to follows:]

UNITED STATES SENATE
COMMITTEE ON LABOR AND PUBLIC WELFARE
EDUCATION SUBCOMMITTEE
Honorable Claiborne Pell, Chairman
25 July 1973
Statement of
COUNCIL OF CHIEF STATE SCHOOL OFFICERS
Washington, D.C.

EDUCATIONAL PROGRAM LEADERSHIP

THE 1973 OPPORTUNITY FOR FEDERAL-STATE COOPERATION

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Mr. Chairman, Members of the Committee, I am Daniel B. Taylor, Superintendent of West Virginia Schools, representing the Council of Chief State School Officers and all state superintendents and commissioners of education.

It is my understanding that the Committee wishes to confine its discussion today to the categorical programs for elementary and secondary education, and I will so direct my remarks. Several members of your committee from both sides of the aisle have advanced proposals for new general assistance by the federal government for education. We intend to appear before your committee at a later date to discuss those initiatives, and other matters.

I. The Need for Timely Authorization and Appropriations

It is our hope Mr. Chairman,that your committee will do its utmost to complete Congressional action on the necessary reauthorization of elementary and secondary programs by the end of this calendar year. I know you are aware of the serious dislocations which have resulted in the state and local education agencies during those recent years when the federal appropriation has not been enacted prior to the beginning of the fiscal year. We are setting records for operation under a Continuing Resolution. We sincerely hope that the Appropriations Committee will have the necessary authorizations at the beginning of the calendar year 1974 in order that an Appropriations Bill may be enacted before the beginning of FY1975.

We would also hope Mr. Chairman that the Committee will give high priority to the enactment of Section 441 of your Senate Bill 1539. The provision of advance funding to allow one year lead time would do more to bring order to the fiscal House of Education than any other single action you could take. We also, of course endorse those provisions providing availability of appropriations on an academic or school year basis (Section 442), and the provision for carryover of appropriated funds into the succeeding fiscal year.

We hope that the Committee and its staff will maintain its usual open communications with the education community as it proceeds in the consideration of this legislation. If it should occur that amendments which the Committee desires to complete are unduly time consuming, it would be our hope that the Committee will consider the possibility of a simple one year extension of elementary and secondary programs, in order to allow the appropriations process to proceed while the authorizations are amended for the following fiscal year.

II. The federal role: retreat or advance?

A. Historic perspective

I am mindful of the legislative record of this Committee under your leadership, Mr. Chairman, as you have attempted to place a higher federal priority on the support of the public schools. Though much remains to be done, during the past eight years the Committee's assistance for the children of poverty, non-English speaking students, Indian and migrant children, and handicapped students has been remarkable in the history of government; you have provided essential support for innovative education programs, for the administration of education at the state level, and for vocational education. The record of your efforts is magnificent, and Senate Bill 1539 promises further advances.

Your deliberations today on the renewal of the Elementary and Secondary Education Act need to be a searching examination of the federal partnership in public schooling. You begin this task in a time of uncertainty in Washington and in the country as to the proper role of government, and in a time of apparent austerity for social programs in the federal government. The incumbent Executive is asking whether it is appropriate for the federal government to stimulate activity in education.

Mr. Chairman, we salute you in making a positive response. Your new legislative proposals and these hearings are an affirmation that the federal government indeed should help to support quality education.

In his inaugural address, the President said that our expectations of the federal government ought to diminish, that we ought to ask the individual to do more for himself, and ask less of government.

With regard to education, the President has been taking consistent advice. The President's Commission on School Finance, as well as the Advisory Commission on Intergovernmental Relations have said that the states and localities must contend with the problems of education essentially on their own, without an increase in federal intervention.

Other advisors refer to the federal deficit and claim that federal spending for education is inflationary, and not in the public economic interest.

Still others argue that the federal bureaucracy has become so unwieldy as to prevent meaningful assistance to schools, and federal support should therefore be reduced.

It is also clear Mr. Chairman, that the general crisis of confidence in government is reflected in public attitudes toward our education system.

We have had our problems. In the federal agencies there have been backdated contracts and charges of conflict of interest in the awarding of contracts. At the state level in both the south and the north there have been accusations of states' resistance to the equalization of opportunity in school integration and distribution of tax resources. At the local level, questions have been raised about comparability in the provision of school resources for differing segments of the population or the propriety of teacher strikes for higher wages. These overarching questions of integrity can only be met by the continuing vigorous action of educators at all levels working wholeheartedly for the best possible education for all children.

It is clear that the spirit and resources exist to renew public confidence in federal and state leadership in education.

When President Lyndon Johnson signed the Elementary and Secondary Education Act into law in April 1965 in a former one room schoolhouse in Stonewall, Texas, he indicated the priority which he assigned to the federal role in education, saying that no measure he would ever sign meant more to the future of America. The intervening eight years have allowed us only the first steps toward that promise. Since 1965, ESEA and related legislation have reaffirmed national ideals about learning and opportunity. While raising the national consciousness of public school programs, ESEA also spotlighted vital categories for educational reform which are historic values of this young country - assist the poor, build libraries, innovate, do research, support state government, aid the handicapped, recognize ethnicity. Contrary to the President's statements on social programs, ESEA embodies enlightened government effort to encourage the individual to help himself.

The public knows that a democratic national government must do more than serve technology, defend nationalism, and keep order. The most recent (March 1973) Harris and Gallop Polls show that 2/3 of all Americans support increased federal assistance for education.

B. The Pressing Financial Needs of the Schools

Beyond the fact that the public will support increased federal assistance, lies the reality that such increased assistance is essential. For school year 1972-73, the federal share of school revenue dropped from 8 to 7.8%. This occured despite the fact that the federal income tax, which collects 64% of all United States tax revenue, is the nation's most rapidly growing source of revenue. The most recent available data show that the United States now ranks behind both the Soviet Union and Canada in education expenditures as a percentage of gross national product. During the last decade, United States school costs rose an average of 9.7% a year. While the growth rate in public elementary and secondary school attendance has begun to level off, the public has demanded expanded services from the educational system and a higher level of quality in those services. From 1960 to 1970, local tax support for education increased by $12 billion, state aid increased by $10 billion, but the federal share increased by only $2.2 billion. The recommendations that states and localities should continue to bear a major burden for education finance seem to run counter to the facts regarding state and local ability to raise additional revenue. Between 1952 and 1968 state and local revenues increased 167%; at the same time the portion of those revenues devoted to public education increased by 265%. Taxpayers have resisted increased state and local tax burden for schools; only 48% of bond elections for schools were approved in 1970 compared to 77% approved in

1965. Data on the absolute ability of the states to raise additional tax revenue are inconclusive; there may be a considerable residual capability. But political difficulties for the states are large, including competing demands for higher education, health, and welfare services. To accomplish the equalization suggested by the Serrano case will cost states additional billions.

The theory that increased federal support for education is inflationary could not be more wrong. A recent major study by Dr. Henry Levin of Stanford University, contained in the Report of the Senate Select Committee on Equal Educational Opportunity, shows that every $4.00 invested to provide high school completion will generate $7.00 in additional tax revenues to federal, state and local governments. The costs of inadequate education are severe; those welfare costs due to inadequate education are about $3 billion annually. Education programs such as your Early Childhood Education legislation, vetoed by the President, make it possible for a citizen to help himself; poor education creates dependent citizens whose dependency contributes to inflation.

C. The Failure of the Executive to Act Affirmatively

1. Funding and Impoundment

The incumbent Executive's fiscal programs are not responsive to this need.

The fiscal year 1974 Federal Budget for Elementary and Secondary Education is $600 million less than appropriations for 1972.

Twice President Nixon vetoed the fiscal year 1973 education appropriations, in which Congress proposed modest increases, amounting to only 3% more for elementary and secondary education in the second bill.

The education community has been forced into the courts to retrieve even those inadequate federal funds appropriated. More than $400 million in federal education funds was impounded at the end of FY1973. As you know, the Council of Chief State School Officers cooperated with the State of Pennsylvania in the filing of a class action suit to recover impounded funds from eight elementary and secondary titles. I append a summary of impounded FY1973 funds to this statement.

The Administration's major substantive proposals for education have also not been intended to raise the status of education. While Congress has been proposing imaginative new programs such as early childhood education, Indian education, environmental education, the Executive has proposed only that existing programs be reorganized and essentially reduced in scope, while vetoing child care, manpower development, vocational rehabilitation, and Public Broadcasting legislation.

2. Regionalization

You have received correspondence from the Council, Mr. Chairman, with regard to the Administration's proposals for decentralization of education programs to the HEW regional offices. I append a copy of our letter to you on that subject. The Chief State School Officers have little confidence in a proposal which would expand Administrative procedures and personnel at a time when USOE is budgeting reduced amounts for programs. We believe that progress toward improvement of federal programs in education lies to a large extent in increased cooperation between the federal government and the states. The interposition of regional offices between Washington and the states or between the states and the locals does not contribute to that end. As you have pointed out, Mr. Chairman, governmental processes are effective and responsive only when responsibility for program success is clearly fixed. In education we have used the term accountability. Educators and the public can only be further confused as to the responsibility for federal programs by the intervention of regional offices. Regional offices will be accountable neither to the Congress nor to state or local education agencies.

Recently in West Virginia, I documented an instance of the absurd bureaucratic overlay of regional office intervention in an important program in my state. I append my letter to the U.S. Commissioner which details this case. The responsibilities of the federal government and of my office as Superintendent in my state are already of such magnitude and complexity that we cannot allow ourselves to be saddled with regional office red tape. The Council of Chief State School Officers is unalterably opposed to the regionalization of federal education functions, and we commend you Mr. Chairman for Section 412 of your bill, which prohibits the Commissioner from delegating any of his functions to employees in regional offices. (We suggest that Section 482 allow collection of data only with permission of the appropriate state agency).

The Better Schools Act

The Administration proposal for education special revenue sharing, euphemistically titled the Better Schools Act, is also an unfortunate detour on the road to more effective federal program support in education. Chief State School Officers are opposed to the Better Schools Act in its present form.

In the first instance, Mr. Chairman, no proposal for grant consolidation or revenue sharing can have any credibility unless it proposed to at least maintain the present federal financial commitment to the schools. The Better Schools Act contemplates a reduction of more than $600 million in federal assistance to states and localities below actual fiscal year 1973 levels. Specifically, it proposes to reduce Impact Aid by two-thirds or some $400 million, and it proposes to reduce 6 basic formula grant programs of supportive services by 58% or some $250 million.

Even if the Better Schools Act replaced all current funding dollar-for dollar, we have other basic objections. We oppose termination of existing categorical authorizations. We believe that the authority to transfer funds out of federal allocations for vocational education should not be less than the percentage transfers allowed out of library, innovative education and other categories.

We oppose the provision which equivocates on the designation of the state education agency as the administering office in the state.

We regard the inclusion of school lunch funds in the supportive services category as an attempt to conceal the gross underfunding for those programs.

We are not convinced that federal funds for innovative education under Title III of ESEA should be exposed to a 100% discretionary consolidation with other programs such as library services which traditionally have wider public support.

With regard to the proposed formula for the use of funds under Title I ESEA, we have serious questions regarding the use of the Orshansky index; it is not at all clear at this point that the data for implementing the Orshansky index exist or are useable for these purposes. The provision for concentrating Title I funds in districts with high concentrations of children in poverty, while desirable, raises the question of providing for disadvantaged children in sparsely populated areas.

Further it is not at all clear in the bill that state education agencies would be provided even the current inadequate level of resources for the proper cooperative planning, review and evaluation of Title I programs. We strongly desire that states do a more adequate job in this area in the future, and it is certain that this will require additional federal administrative funds.

In general terms, Mr. Chairman, we are most disappointed that representatives of the states have not been invited by the Administration to confer at length on past or future education revenue sharing proposals. As you know, the current edition of the Better Schools Act was peremptorily introduced on March 20, and the education community was given no opportunity at that time for advance consultations. This is in sharp contrast to the attitude taken in both houses of Congress, where states have been invited by the Education Committees to participate in long-term discussions which will proceed through the months of this calendar year, including this hearing. Until we are invited to in-depth and extended consultations with the Administration, we will not be in a position to support the Better Schools Act.

D. The Necessary Evolution of the Federal Role

To argue that inefficiency in the federal education bureaucracy justifies reduced federal support for education is specious. The offices administering the Elementary and Secondary Education Act are only eight years old. The legislation has undergone significant amendments since 1965. The leadership of USOE, the Office of Commissioner, has suffered from unusual instability - an average tenure of only 14 months. For four of the eight years of ESEA, the President's program has not given high priority to education, and since 1965, war expenditures have been a deterrent to normal program development. Congress has contributed to inefficiency through late authorizations and appropriations. These eight years have required an evolution of the working relationships between federal, state and local officials, producing some strains and false starts. Unprecedented social changes during the sixties displaced traditional relationships of students, teachers officials, and parents and communities, requiring additional accommodations.

All of us want an effective national system of support and participation in education. It is clear, however, that in a time of technological revolution and rapid social, political, and economic change, a mobile, multi-ethnic society of 200 million persons seeking equality of opportunity must realistically allow more than eight years for that development. Impatience however, must not cuase a devastating withdrawal of federal resources.

The fact that the evolution of working relationships must be accompanied by expanded support and new ideas is the basic reason for your hearing this morning, Mr. Chairman. In a time when America needs new knowledge, new opportunity, and renewed ideals, it is Congress which is attempting to move the country ahead through education.

We would like to turn, Mr. Chairman, to some of our specific concerns with regard to the future shape of federal support of specific program areas.

III. Expansion of the Base of Public Support for Federal Education Programs

It is essential Mr. Chairman, that we increase general public support for actions of the Congress to boldly expand federal education programs. At the same time, we must increase the confidence of state and local officials, educators and parents in the federal commitment to education. We believe these objectives can be obtained by broadening the distribution patterns of federal assistance and developing new cooperative relationships with states and localities.

We believe that a certain level of public support now exists for the major elementary and secondary education categorical programs, including but transcending specific interest groups. We believe that experience has shown that as more local districts are entitled to receive benefits of existing federal programs, the level of citizen support required to adequately fund those programs will escalate; we see this as a major advantage of consolidating a variety of formula and project grant programs, and increasing the percentage of federal aid allocated by formula to LEAs. On-third of federal funds, a billion dollars,is allocated thru a selective process to less than a majority of school districts in most program areas. The other two-thirds is paid by formula mainly to districts of high concentration of specific categories of children. Many medium-sized and small school districts are only dimly aware of the existence of smaller project grant programs. Even with an awareness, resources do not exist for providing the necessary risk capital in time and personnel to develop complicated proposals; the competition with wealthy school districts for small amounts of money in programs such as Title VII, or Section 807 of ESEA, or Environmental or Drug Education penalizes most small districts.

Equity is lacking in such a situation Mr. Chairman. Even when applications are successful, inefficiency ensues when localities in the same state duplicate efforts because of lack of state authority for coordination of federal project grants. We are not advocating spreading money so thinly as to prevent effectiveness, but we believe a broader distribution will produce greater equity and broader public support to provide more adequate appropriations.

There are other dimensions to the lack of confidence in federal program aid to education among state and local officials, hundreds of thousands of working educators, and millions of well-informed parents.

The decision-making processes in Washington are not understood or appreciated in the states and localities. From year to year agonizing and archane questions recur: Will the authorization be renewed long enough for program stability? Will there be an appropriation and when? Will the allocations come out from USOE and, if so, when? In what amounts will the complicated formulas produce revenues for states and localities, given changing statistical data bases? Any what changes in regulations in Washington will suddenly impinge on school systems?

The present complexities of multiple application forms, inconsistencies in accounting and auditing procedures from one grant to another, changes in policy level personnel in USOE, and the shifts in administrative centers in USOE have all been bewildering and frustrating to the states and localities.

There has been enormous waste of resources at all three levels of government because of lack of authority for states to coordinate plans and applications to prevent duplication; states have also not been authorized or assisted to provide technical assistance to reduce duplicative costs in development, evaluation, and dissemination of models and information.

We are not suggesting Mr. Chairman that it is time for a total reversal of federal policies or for withdrawal. Rather it is time to broaden, to simplify, to build a more stable system.

The Congress must commit itself to timely authorizations and appropriations, ideally on a multi-year basis. But beyond that the Congress must "bite the bullet" by legislating consolidation of existing programs, along with new distribution patterns including some substantial expansion, and the shifting of adequate administrative responsibility to the states.

Improving the jurisdiction of the states and localities over a simplified, consolidated administration of federal funds will increase consumer confidence in the system. The Congress can clearly still insure through the federal agencies and the courts that those consumers receive the programs and services the Congress provides, even while channeling federal assistance through established accessible state and local governments.

IV. The Possible New Shape of Federal Assistance to Education: A Proposal

Based upon our belief in a stronger federal, state and local partnership in education we are prepared to suggest the general outlines of one possible approach to program consolidation. These suggestions are tentative and not fully detailed; they are offered simply in the interest of opening dialogue with your committee. Our suggestions of possible consolidations of programs draw upon ideas advanced by others in recent months. One of the most detailed and thoughtful drafts circulating is under development by the National School Boards Association.

With regard to Section 459 of Senate Bill 1539, insofar as that section appears to provide for a single general application of state and local education agencies which shall serve as an application for a variety of all federal programs, we are most supportive of the provision.

We propose that any consolidation be based upon extension of the existing program authorizations. Consolidation authority should take effect only at such time as the appropriation for each existing program reaches the level of a base year with an annual cost of education increment compounded. We would propose three general areas of assistance: general, innovative, and education of the disadvantaged. The amount of funds allocated to the states equals the total of line item appropriations made for the programs listed in each area of assistance. The states and localities use funds for the categorical purposes of the programs listed. The state plans and local application to the state would be comprehensive rather than detailed, in parallel with your Section 459, and federal legislation for the general and innovative areas of assistance would specify that the appropriations for each categorical program would allow the use of up to 6% for state administrative costs, with reasonable minima for rural states. As a general matter in your reworking of the categorical programs, the Council believes that clear legislative authority for state administration, including planning, evaluation and professional dissemination activities related to federal programs must be specified along with adequate funding.

1. General Education Program Assistance

Elementary and Secondary Education Act, Titles II and V, Part A and C.

NDEA Title III

Vocational Education, Part B

Adult Education

A state's total share would be determined by formula, with factors including three ratios, comparing the state to the United States with regard to (a) student count, (b) current total state and local expenditures for education, and (c) per-capita personal income. The SEA will allocate to LEA's with approved applications 60% of the state's total share, by formula factors including ADA and the ratio of state/local per-capita income or a factor for local wealth. The remaining 40% is used for project grants to LEA's except for Title V funds and state administrative share. The SEA and LEA may transfer not more than 30% of their respective shares appropriated for any program into any other program.

2. Innovative Education Programs

ESEA Title III (including Section 306)

Drug Education
Environmental Education
All Education Professions Development Act Titles
ESEA, Title V, Part B

A state's total share would be determined by formula, with factors including three ratios, comparing the state to the United States with regard to (a) student count, (b) current expenditures for education, and (c) per-capita personal income. The SEA will allocate to LEAs with approved applications 40% of the state's total share, by formula factors including ADA and a ratio of state/local per-capita wealth. The remaining 60% is used for project grants to LEAs and state administrative costs. The SEA and LEA may transfer not more than 30% of their respective shares appropriated for any program into any other program.

3. Education for Disadvantaged Children

The Council believes that Title I formula grant allocations should no longer depend upon census data and AFDC data. We believe the limitation of these factors have been demonstrated by the Bureau of Standards Study and other analyses. The timeliness and accuracy of census data, especially for counting poor children, has been discredited. AFDC counts vary in large increments over short periods of time. Differing AFDC standards between states cause inequities. We intend to continue to work with members of the House and Senate on the development of a new Title I formula, possibly using factors including numbers of children in school, per-pupil expenditure, per-capita income, differences in regional costs of education, and social overburden concepts. The Council will not support any proportional shift of funds out of large city districts, nor a formula which is inadequate in provision for rural poverty.

We propose that the state education agencies be provided an increased percentage (and minimum amounts) of the state total for administration in order that the states can improve their performance in cooperative planning with LEAs and in review of applications.

The Council is in support of the recommendations of the Senate Select Committee on Equal Educational Opportunity for the establishment of a new $1.5 billion project grant component for Title I ESEA. We are proposing that the legislation provide a consolidated application procedure to the state for both the formula grant provisions and the additional project grant section. In addition, the application should reflect the consolidation into the project grant portion of current authority under Teacher Corps, Head-Start, Section 807 of Title VIII ESEA, Title VII ESEA, and Follow Through.

Education Programs for the Disadvantaged
Consolidation

Formula Grants - Title I ESEA

Project Grants

- New Title I ESEA project grant section ($1.5 billion)
- Teacher Corp
- Head-Start
- ESEA Section 807
- ESEA Title VII
- Follow Through

III. General issues related to Senate Bill 1539

We note the provisions of Section 403 which limits appropriations for salaries and expenses within the Education Division. We believe that in a time of transition for federal programs and the development of new administrative relationships between levels of government, it is appropriate to question the expansion of staff and salaries and expenses. If federal programs can be streamlined and authority and resources shared with the states, it should be possible for the federal government to reduce the amounts of funds required for salaries and expenses.

With regard to the National Institute of Education, Mr. Chairman, you should know that Chief State School Officers are expressing serious concern at this time that the Institute intends to conduct education research business as usual, that is the support of university and corporate grantsmen with little ultimate effort on children and teachers. We are in the process of expressing those views to the Director of the Institute and to our representative on the National Council on Educational Research, Superintendent Wilson Riles of California. We are concerned that the Institute should cooperate with state education agencies in the evaluation of promising new educational practices identified by educators in the field. We would hope that the Institute could assist states with evaluation, development, and expanded dissemination efforts for new techniques and practices. We are also urging the Institute to give priority to research and development on new education systems which will increase the pace of adoption of improved educational practices. We expect that the Institute will acknowledge that much is already known about dissemination systems and that the Institute will continue to support those useful pilot programs which have been developed with federal money and expand upon the most promising of these.

With regard to Section 414, the National Center for Education Statistics, we support your efforts to improve the collection and dissemination of statistics in education and to assist state and local education agencies in improving their activities in that area. We would note that the Administration's modest budget proposal for the program known as Common Core of Data, which would provide resources for cooperation between the federal government and the states for these purposes,is deserving of Congressional support,and we have so indicated to the Appropriations Committee.

We believe that Section 431 of S. 1539 which establishes the National Commission on Education Policy and Planning Evaluation will be helpful in focusing national attention on the needs for improvement and support of education.

With regard to Sections 433, 434, and 435 of the bill relating to evaluation of programs, we would like to extend our wholehearted support. We believe that vigorous evaluation of federal education programs by federal, state and local officials, and by the Comptroller General on behalf of the Congress would only serve to improve our education system and increase public support for quality education. In our discussions of state administrative costs for operation of federal programs, we have stressed the need for additional state resources for adequate evaluations at the state level. It is the policy of the Council that the states should carry out their constitutional responsibility for education through vigorous application of evaluation and thereby stimulates public awareness of the benefits of education programs.

We support the provisions of S.1539 titled the Special Project's Act. We agree that the Commissioner ought to have authority and discretion to provide leadership with regard to new educational methods and special problems or priorities. The concentration of this discretionary authority with adequate funding in this specific provision will strengthen the Office of the Commissioner and the leadership of the U.S. Office of Education. We believe that this provision is consonant with our proposal to expand the federal government's commitment to innovative education which we have described in one section of this statement. It is our suggestion however, that the funds from Section 306 of Title III ESEA and Part D of EPDA be consolidated in grants to the states as we have described. The funds for the Special Projects Act should be in addition.

With regard to Section 404 of S.1539, we are not convinced that the lower limits specified on appropriations for the categorical programs are adequate. If it is the intent of this Section to provide mandatory appropriations, then we feel that the figure for Title V and for other elementary and secondary programs ought to more accurately reflect the actual need of the states and localities. The attempt to provide specific appropriations levels is desirable, and we support a triggering provision for minimum levels within the categorical programs prior to the commencement of broader general assistance.

For the information of the Committee, I append to my statement the most recent statement of the legislative priorities of the Council of Chief State School Officers, and also the January 1973 report of the Legislative Conference of Education Associations, which includes:

Council of Chief State School Officers
National School Boards Association

National Education Association
National Association of State Boards of Education
American Association of School Administrators
National Congress of Parents and Teachers

I would like to point out in those statements our reference to advance funding of education programs, and our objections to the impoundment of education appropriations.

Mr. Chairman, if our country is to be brought together again after the divisiveness of the past decade, if we are to regain our sense of idealism and pride in our institutions, now is the time to restate the high national priority we place on the development of human resources through education. We have proposed new initiatives in innovative and compensatory education, and shifting decision-making and resources to states and localities.

The ultimate contribution of the United States to a free and healthy earth community cannot be made through strength of arms or technology, but must be made through the development of free and healthy minds. This we can accomplish through quality education for all children. You have begun that renewed effort here today, Mr. Chairman, and we stand ready to assist you.

IMPOUNDED EDUCATIONAL FUNDS
FY 1973 U.S.

(In Thousands of Dollars)

Program	FY 1972 Appropriation	Congressional Appropriation (PL 93-9)	Currently Released by USOE (Est)	Differences (Impounded by HEW)
NATIONAL				
ESEA Title I	$ 1,597,500	$ 1,810,000	$ 1,585,185	$ 224,815
ESEA Title II	90,000	100,000	90,000	10,000
ESEA Title III	146,393	171,393	146,393	25,000
ESEA Title V-A & C	33,000	53,000	38,000	15,000
NDEA Title III	50,000	50,000	2,000	48,000
EHA Part B	37,500	50,000	37,500	12,500
ABE	51,300	75,000	51,300	23,700
EPDA Part B-2	7,000	7,000*	-0-	7,000
PL 874 (Entitlements)	592,580	635,495	569,000	66,495
TOTALS	$ 2,605,273	$ 2,951,888	$ 2,519,378	$ 432,510

State of West Virginia
Department of Education
Charleston
25305

DANIEL B. TAYLOR
STATE SUPERINTENDENT
OF SCHOOLS

July 12, 1973

The Honorable John Ottina
U. S. Commissioner of Education-Designate
Department of Health, Education & Welfare
Office of Education
Washington, D. C. 20202

Dear John:

I am writing to call to your attention provisions in a contract recently negotiated with the Regional Office in Philadelphia concerning funding of our Technical Assistance Unit under Title IV of the Civil Rights Act and administered through the Office of Education. While the project is a modest one ($69,200 for FY-74), the changes in the contract are alarming if not outrageous, and run precisely counter to your explanation at the recent June meeting of the CCSSO in Washington. As a matter of fact, this contract runs counter to the entire philosophy articulated by you, Assistant Secretary Marland, Assistant Secretary Carlucci, and Secretary Weinberger concerning revenue sharing and regionalization of Office of Education programs.

The significant changes in the contract are as follows:

1. The contract requires that reimbursement for subsistence shall not exceed $25 per day, which is in conflict with West Virginia travel regulations. (Page 4)

2. Out-of-state trips by personnel are required to be approved in advance by the Contracting Officer--Mr. Weinstein in the Philadelphia Regional Office. (Page 5)

3. Any change in the Program Director's position requires notification to the Contracting Officer 30 days in advance of such proposed change. (Page 6)

4. Any audiovisual materials developed for public dissemination are to be cleared with the Office of Education, regardless of their intended use. (Page 7)

State of West Virginia
Department of Education

The Honorable John Ottina
July 12, 1973
Page 2

5. Any instrument, such as letters, structured interview, or survey questionnaire which solicits one or more identical items of information from 10 or more respondents is required to be cleared with the Office of Management and Budget. We are advised that all such forms will be submitted through the Contracting Officer and to allow two or three months for forms clearance. (Page 7)

6. The instructions with regard to printing are a little vague, but appear to require that any major printing of reports or other materials must be obtained from an authorized Federal plant or Government Printing Office and must be upon the written approval of the Contracting officer. (Page 7)

7. The requirement that the project be identified as one supported by the Office of Education in any publication in the news media or other publication is somewhat similar to past requirements, however, but appears to go beyond them in requiring a specific statement to be included in a news release. (Page 9)

While I have signed the contract because of the soundness of the program, and because of the employment of the staff, I am convinced that these kinds of provisions will not enhance the effectiveness of the program or of your Regional Office or of my office.

I would be pleased to know if there has been a change in the Office of Education position since the June meeting in Washington, or if I have completely misunderstood your approach toward working with State agencies.

Sincerely,

Dan

Daniel B. Taylor
State Superintendent of Schools

DBT:rf

blind copy: Honorable Byron Hansford

PROPOSALS ON EDUCATION LEGISLATION
BY
LEGISLATIVE CONFERENCE OF NATIONAL ORGANIZATIONS (BIG SIX)

January 9, 1973

By Way of Explanation . . .

The Legislative Conference of National Organizations, representing the following groups:

American Association of School Administrators
Council of Chief State School Officers
National Association of State Boards of Education
National Congress of Parents and Teachers
National Education Association
National School Boards Association

is a natural outgrowth of The Workshop of Educational Organizations, a demonstration of the possibilities of cooperative effort in the field of public education by major national organizations primarily interested in the public schools.

The federal government is part of the problem for state and local governments seeking solutions to critical issues in school finance. Federal appropriations for education for 1972-73 have not yet been made--and the school year is half over. The federally aided programs are operating under a "continuing resolution" of the Congress. The level of funding for the total school year is uncertain, and the orderly delivery of educational services is greatly impaired.

State and local educational agencies which are responsible for administering federal programs, such as ESEA, do not yet know how much money they will have to operate with this year. Should they miscalculate and overspend, the programs would have to be terminated early or the deficit be made up from scarce state and local education funds.

Moreover, the Administration's threat of impoundment of appropriated funds has delayed the distribution of Federal funds. The unpredictable flow of funds mocks accountability. Lost lead time for planning, staffing, and operation of the programs is an obstacle to productivity and, more important, deprives students of the essential educational services.

The education outlook for the 1973-74 school year for students is indeed bleak. The Administration's comments on the next fiscal year indicate substantial cuts in requested appropriations for disadvantaged children, for vocational programs, for assistance to impacted areas, for innovative programs, for improvement of state administration of programs, and other vital areas. Yet it is noted that recent Harris and Gallop surveys disclosed that a majority of the public is in favor of increased federal aid to education.

The Administration espouses state and local control of education while increasing guidelines and regulations for Federal programs. The attention of Congress and the Administration is directed to the proliferation of state and local advisory committees and administrative groups mandated by legislation authorizing federal programs. Such legislation establishes machinery which duplicates constitutional and statutory educational agencies already existing at state and local levels. This kind of interference with the states' internal management of educational affairs is a dangerous trend.

We oppose any program which diverts funds from public to non-public schools.

In sum, the Federal government's current attitude toward public education is, at the least, not conducive to adequate funding for education or to efficient expenditure of those monies which the Federal government does provide. More important, it is a barrier to the orderly delivery of educational services, and shortchanges the schoolchildren the taxpayers.

We commend the Congress for twice passing the 1972-73 appropriations bill which was twice vetoed. In order to make Federal aid more effective, however, the Legislative Conference of National Organizations (Big Six) urges the Administration to support and the Congress to enact:

- the 1972-73 education appropriation immediately at levels which will adequately fund existing programs;
- before July 1973, an adequate education appropriation for 1973-74 separate from the total Labor-HEW budget;
- legislation extending current major Federal education programs so that funding for 1974-75 can be enacted prior to July 1974;
- legislation to enable State and local educational agencies to develop procedures to improve education for all children without being stifled by excessive Federal regulations.

For the long range Federal role in financing education we urge the Administration and Congress to develop:

- programs to increase the Federal share for elementary and secondary education to at least one-third of total educational costs by reordering national priorities and tapping new sources of revenue;
- a mechanism for funding education programs on a multi-year basis through advance funding to assure accountability and effective use of Federal monies.

Although some special educational aid programs may always be needed to further the national interest in education, we urge that the Administration and Congress explore alternatives, including general support and grant consolidation, to the present multiplicity of categorical programs.

New Mexico Superintendent
of Public Instruction

First Vice President
WILLIAM J. SANDERS
Connecticut Commissioner
of Education

Second Vice President
MARTIN W. ESSEX
Ohio Superintendent
of Public Instruction

Directors
FRED G. BURKE
Rhode Island Commissioner
of Education

HOWARD B. CASMEY
Minnesota Commissioner
of Education

D. F. ENGELKING
Idaho Superintendent
of Public Instruction

DALE P. PARNELL
Oregon Superintendent
of Public Instruction

JOHN W. PORTER
Michigan Superintendent
of Public Instruction

WOODROW W. WILKERSON
Virginia Superintendent
of Public Instruction

Executive Secretary
BYRON W. HANSFORD

May 4, 1973

Honorable Claiborne Pell
325 Old Senate Office Building
Washington, D.C.

Dear Senator Pell:

The Council of Chief State School Officers, representing all state commissioners and superintendents of education, has serious reservations regarding current plans in the U.S. Office of Education to decentralize functions of the U.S. Commissioner of Education to regional offices around the country. Attached find recent internal communications of the Department of Health, Education and Welfare and recent testimony by the Commissioner-designate of the U.S. Office of Education to the Congress on this issue. I also enclose a recent letter from the Council to the Secretary on this matter.

We are concerned that such decentralization is in the process of implementation without the approval of the Congress. Dr. John Ottina, Commissioner of Education-designate, in testimony on April 16 before the House General Subcommittee on Education regarding the Office of Education plans for regionalizing federal education programs, referred to the Administration's Education Special Revenue Sharing Act, the Better Schools Act of 1973, H.R.5823, and the President's budget for FY1974 as authority for the decision to proceed with decentralization of program functions to regional

COUNCIL OF CHIEF STATE SCHOOL OFFICERS • 1201 Sixteenth Street, Northwest, Washington, D.C. 20036 • 202-833-410
Special Projects Office • 202-833-7850

offices. As of this writing, the Congress has taken no action on H.R.5823 nor the President's budget for FY1974. We further note that the Administration has provided no budget justification to the Congress with regard to plans for regionalization of Office of Education functions.

In the extensive Congressional debates last year on the Higher Education Amendments, the Congress clearly stated its intention that the U.S. Commissioner of Education should have decision-making responsibility for existing programs. At the time of those debates, no reports or provisions of legislation emerged authorizing decentralization or regionalization. Your Committee attempted to clarify the powers and responsibilities of the U.S. Commissioner in order to insure accountability. It would seem to us that accountability for federal administration of education programs would be blurred by regional offices which necessarily report to the Secretary of Health, Education and Welfare.

We further note that legislation which you have recently introduced, S.1593 would expressly limit the authority to decentralize program functions of the Office of Education. We look forward to the opportunity to testify on S.1593 when you begin hearings.

We maintain that regionalization is inappropriate under the current Administration's own policies.

President Nixon, in his 1973 state of the union message [illegible] human resources declared:

> "Federal efforts should encourage state and local governments to make those decisions and supply those services for which their closeness to the people best qualifies them".

He went on to say that:

> " Our goal is to provide continued federal financial support

> for our schools while expanding state and local control over basic education decisions".

The Advisory Committee on Intergovernmental Relations, in its report to the President on education finance, recommended to the President that education decision-making must be a state function. The President's Commission on School Finance made the same recommendation. The Administration's Education Special Revenue Sharing program, as defined by the FY1974 budget and the Better Schools Act, responded to these recommendations by proposing a reduction in federal funding as part of a process of guaranteeing control on education to states and localities. It seems inconsistent that the Administration should now propose to expand the federal education bureaucracy into the ten regional offices, vesting in those regional offices the power of approval of grants. An additional layer of federal bureaucracy at the regional level will interfere with the state and local decision-making the Administration espouses.

The federal share of total spending in the United States for education is now less than 7%. We see no administrative or fiscal rationale to justify the establishment of an additional layer of federal regional offices to process those already minimal funds. The salary and expense budget of the Office of Assistant Secretary for Education is up 23% from FY1973, and Education Division staffing has increased 17% above 1972 levels. These increases are also inconsistent with a program to return decision-making to the states and localities.

The U.S. Office of Education is already having serious difficulties coordinating its largest program, Title I of the Elementary and Secondary Education Act. Several states have had to return Title I ESEA funds because of confusion over comparability regulations, and several other states suffered unfavorable publicity due to USOE audit exceptions later disproven. As a result, new comparability guidelines for Title I ESEA have recently been published by USOE. In view of the uncertain nature of interpretations of the new guidelines, decentralization of program decisions to ten regional offices will again retard the development of consistent policies.

At the present time, some states are also being asked to absorb reductions in program funds under Title III ESEA as a result of the recent discovery of contract irregularities in USOE, including back-dating. It would seem to us that any further delegation of USOE authority to regional offices would be inconsistent with attempts to develop a more coherent administration of contracts in Washington.

Other questions of the propriety of regional office activity have recently arisen. We have received reports from several states of meetings held in the regions under the auspices of HEW Regional Commissioners for purposes of discussion of the Administration's Education Special Revenue Sharing proposals. In these meetings, regional office personnel in several cases dealt directly with the Governors of states in discussions of Education Special Revenue Sharing, omitting prior consultations with education agency personnel. These meetings were used for unsolicited propagandizing for Education Special Revenue Sharing, including the circulation of state allocation tables which were erroneous and mis-leading as to levels of funding for FY1974. We have objected strenuously to the U.S. Office of Education and the Assistant Secretary's office over this misuse of regional office personnel. We feel that these incidents are clear evidence of the damage to state and local interests which will result from attempts to regionalize USOE programs against the wishes of the Congress and the education community.

The Supreme Court in the Rodriguez case refused to overturn state education finance systems; though we disagree with the decision, we note that the court recognized state primacy in education matters by stating its intent to "avoid judicial intrusion into other wise legitimate state activities". Regionalization of federal education activities would inevitably result in federal administrative intrusion into state affairs.

It is our hope that the Congress will continue to illuminate this issue in its budget hearings for FY1974 and in the deliberations on the renewal of major federal educational programs during the coming year. We look forward to working with your office on these matters.

Sincerely,

Byron W. Hansford / PP

Byron W. Hansford
Executive Secretary

Mr. **Taylor.** I must emphasize and I know you have heard it 400 times, the timeliness of authorizations and appropriations. I cannot emphasize too strongly this year, with impoundment, with new legislation proposed, with the expiration of certain programs, with continuing resolutions, with the 1970 census, in my view local school administrators and State people have an attitude of cynicism, and make cruel jokes about the real disruption of Federal education programs.

Senator, in your bill, Senate bill 1539, we very much applaud your recognition of the need to provide a year in advance so that there can be some continuity to the educational program. I believe that is in section 441 of your bill. We certainly would applaud that.

We also think that a simple 1-year extension would be an expedient way to handle any undue delay in reauthorization at this particular point.

We believe, as the President expessed in his second inaugural address, that we ought to ask individuals to do more for themselves. I do not know any other way to equip an individual to do more for himself in his entire life than to provide for him an adequate education at a time when that education will have some meaning.

Reducing the appropriation for education at a time when the need is perhaps greater than it has ever been before, when public education is being ravaged by inflation is irresponsible.

As an entity that very often has a fixed income, an income that is not responsive to inflationary trends, public education is suffering at least as severely as any other institution in our country as a result of inflation.

So we are falling behind in supporting public education.

I do not think we have ever really implemented the Elementary and Secondary Education Act of 1965. We have never once appropriated what was intended in that bill.

I want to emphasize some very serious reservations that the council of chief State school officers has concerning planning for regionalization.

We oppose in the strongest possible way the regionalization efforts that we understand are presently underway.

Senator **Dominick.** Why?

Mr. **Taylor.** We believe, for at least two very clear reasons, at a time when the Federal Government's level of appropriation, for example, is being lessened by, I believe, some $600 million, that to expand the offices of education into regional offices seems to us to contradict the whole nature of revenue sharing, whether it be general revenue sharing or special revenue sharing for education.

It seems to us, for example, that the logical position to take would be to expand title V of ESEA to strengthen State activity and State reability to coordinate and implement educational programs under revenue-sharing concepts. Regionalization undermines State agencies.

I have appended a letter that I have written to the U.S. Commissioner designate, John Ottina, on July 12, which I could refer to more specifically, Senator Dominick.

We have a very modest program of some $69,000 under title IV of the Civil Rights Act, administered through the Office of Education. We frequently negotiate a contract with the regional office in Philadelphia that I think is outrageous in light of the kinds of conditions that have been made a part of that contract.

Rather than going into detail, I would refer you to that appendix in which I have detailed what I consider to be an almost unbelievable kind of administrative requirement at a regional office in Philadelphia that has very little to do with the educational program in West Virginia.

As has already been testified to, we think that the possibility of improving education by reducing by some $600 million Federal assistance to States and localities is not really a Better Schools Act at all.

We very much, however, applaud the concepts of consolidation. We think that there has been a proliferation of categorical programs that have been tested. In some instances they have been found successful and there is no need to continue their identity.

We have a slightly different approach and a recommendation that we think would build on some of the very reasonable and good concepts in the Better Schools Act and would perhaps be a kind of compromise between what the administration has suggested and the continuation of existing categorical programs.

We think there is certainly merit in both proposals and we will be speaking to that.

Also, Mr. Chairman, we would point out that chief State school officers have never really been able to be involved in the deliberations of the administration in putting together the proposals in the Better Schools Act, which is not the case in working with this committee or other Members of both Houses of Congress.

Senator PELL. Thank you. I would add that your whole statement is going to be in the record anyway.

Mr. TAYLOR. Thank you very much, Senator.

I would also say that 8 years, although it may sound to some like a very long period of time, is not a terribly long period of time in the educational process that can only have its fruits after long years of effort. It think that many of the things that have been included in the Elementary and Secondary Education Act should be built upon, rather than simply lose their identification and slip off into oblivion.

I hope you will excuse my skipping along but I recognize there is a time limitation.

Our position on State authority is one that differs, I suppose, considerably from the school boards association or from other groups.

Let me say, if I may, just illustrate the point; in my view the best possible Federal dollars that can be spent for education are those dollars that stimulate some considerable activity in either the State or local level, that multiplies those Federal dollars to such an extent that the Federal dollars themselves have only been catalysts to improvement in educational programs in a State or locality.

Very often that kind of planning activity can only take place at the State level.

Let me give you, if I may, just one illustration. I would suppose from 1955 to 1970 the State Department of Education in West Virginia every year advanced to the legislature in the State of West Virginia a proposal for providing some support for public school programs for 5-year-olds in kindergartens.

In 1970 there was zero dollars spent in the State of West Virginia for programs for 5-year-olds. There were no kindergarten programs in the State in 1970 at all. Children began their school experience for the first time at the age of 6. As a result of the most modest kind of people in the State department of education, were able to put together a plan that made sense, a plan that could be sold to the legislators, one that the Governor endorsed completely.

The State of West Virginia in these last 2 years now has every 5-year-old child in the State enrolled in a public-supported kindergarten program paid for totally out of State funds in excess of $10 million. Now, that kind of Federal stimulation, to my mind, is the most important kind of stimulation there can be.

I know of any number of other illustrations that are at least as dramatic as that in our own State.

Senator **Stafford**. Are your kindergarten programs of full school year duration?

Mr. **Taylor**. Yes, sir; they are. We implemented the program over a 2-year period and during the first year of operation it was not possible to have all of the children on a full year program basis. But we initially set out to do it in 3 years and we did it in 2, totally out of State resources, simply because we had a little bit of ESEA title II planning money.

Let me turn your attention to what we would suggest as a possible new shape for Federal assistance to education. We would suggest a consolidation, if you will, although we use the term "General Education Program Assistance," we recognize that that may be confusing. We are not talking all about general education or general aid which your bill also suggests, but we are talking about consolidating specifically the Elementary and Secondary Education Act, titles II and V, part A and C, NDEA, title III, of vocational education; part B and adult education, into what we call general program assistance at the State level.

A State's total share would be determined by formula with factors including three ratios: Comparing the State to the United States with regard to, first the student count; second, current total State and local expenditures for education; and third, per capita personal income.

The SEA will allocate to LEA's with approved applications 60 percent of the State's total share, by formula factors including ADA and the ratio of State/local per capita income or a factor for local wealth. The remaining 40 percent is used for project grants to LEA's except for title V funds and State administrative share.

We are not wed to the 60/40 concept that could be 70/30 or 75/25 or some other kind of arrangement. We think that consolidating into an innovative program section would go ESEA title III, Drug Education, Environmental Education, all education professions development act titles, ESEA title V(b).

In these categories of programs we would suggest that because of their nature, 40 percent would be available in direct formula grants to the local education agency and 60 percent would be used for project grants adminstered at the State level.

Incidentally, again, this could be some other percentage other than 60/40 that we would suggest. I should say local education agencies only in the broadest general sense would be required to submit overall plans, not the specific kinds of plans that would be a burden to them in terms of the detail that they would have to spend with the administration of the program.

The third aspect of our proposal would be programs for disadvantaged children. We list on page 18 what we think ought to be consolidated into the education programs for the disadvantaged. We recognize that there are problems particularly in title I formula grant allocations and we would hope that we could continue to work with your committee, Senator, in arriving at what we think would be a fair and equitable way to get from 1960 census data to 1970 census data.

I will stop anytime, Senator.

Senator PELL. I think Senator Stafford has a question.

TITLE I, ESEA, USE OF 1970 CENSUS IN

Senator STAFFORD. Thank you, Mr. Chairman; I do. It has to do directly with title I of ESEA. Your experience in West Virginia in switching from the 1960 to the 1970 census figures, what will the impact be as far as your title I funds are concerned in West Virginia?

Mr. TAYLOR. In West Virginia, Senator, it would be devastating. We are a peculiar State in a number of respects. We would probably suffer more than any other State because of actual outmigration of considerable magnitude between 1960 and 1970. We recognize that.

We expect to take a considerable loss when we go from 1960 to 1970 census data. We recognize that our citizens who were there in 1960 are now in Ohio, Michigan, or someplace else. But to do it all at once, to correct the 10-year imbalance in 1 year would be a reduction under which it would be very, very difficult for us to maintain any kind of program. It would be from about $21 million in title I of ESEA to perhaps $11 million. This would cut the program terribly.

Senator STAFFORD. Are you aware of other States which may be in the same position that West Virginia is?

Mr. TAYLOR. Yes, sir. I understand there are a number of States that are in that position. I do not know that they are in as severe a position as we are. We would recommend very strongly that there be some save-harmless position, some spreading out of that—correcting of that imbalance.

We recognize also, however, that the larger States and States that have had a significant increase in population and significant increase in qualifying children ought to receive additional dollars.

To go back to one of my original points: If we were to fund the program at its authorized level or close to it, then we would not have any problems.

Senator STAFFORD. Does the impact of the switch to the 1970 census figures fall differently on different localities within West Virginia?

Mr. TAYLOR. Yes, sir; the magnitude is different. There are local education agencies in West Virginia that would lose as much as 70 to 80 percent of their ESEA title I entitlement if we are going from 1960 to 1970 census. Other local education agencies may lose only as much as 20 to 25 percent.

Senator STAFFORD. In that event, should a hold-harmless provision, if there were one, be developed on the basis of the effect on local districts?

Mr. TAYLOR. Yes, sir. I am not quite sure I understand the impact of your question but I think we would be willing to look at any way that we could do it in an equitable manner. As you know, title I is allocated on a local basis now.

Senator STAFFORD. I was directing the question in terms of local districts being held harmless in terms of their present allocations.

Mr. TAYLOR. Yes, sir.

Senator STAFFORD. Thank you, Mr. Chairman.

Senator PELL. Senator Dominick.

Senator DOMINICK. Would you give us your comments, when you can find time, on S. 1900, which is Senator Javits' bill? I have been asked to do that on behalf of my colleague.

At a later date if you would give us that it would be helpful.

I am somewhat puzzled by your testimony. First of all, you say you do not like the Better Schools Act at all. Then you say the categorical grant programs are great. Then you say as you get further in your statement, that they all ought to be consolidated. How do you put those three together?

Mr. TAYLOR. No, sir; I did not mean to suggest that they all ought to be consolidated. I intended to say—I think the statement is perhaps clearer than I was able to make it in jumping through it—it seems to me that there are certain advantages in continuing to allocate money on categorical bases. I think it identifies a certain need.

Senator DOMINICK. Who determines that need?

Mr. TAYLOR. I think that the existence of categorical programs as such has been generated as a result of some interest group convincing the Congress, for example, that handicapped children need some special attention or economically disadvantaged children or migrant children or vocational education, is in need of some attention—NDEA, in response to the Russian space activity.

There is an interest group that continues to stimulate interest and to provide direction in those specific areas.

What we are suggesting is that those programs as such be identified, but that the administration of the programs be moved to the State level. It seems to us that there is a far greater relationship of understanding between local educational agencies and State agencies. There is a far greater opportunity to exercise influence or to communicate more directly and that this is where in every one of the 50 States, constitutional responsibility lies for educating children. The administration of the programs ought to pass to the State level and that the administrative responsibility for them be simplified.

I do not believe there is any inconsistency in that framework.

I also indicated that concepts of consolidation in certain areas are not repugnant to the Council of Chief School Officers at all. We think there ought to be some identification maintained, particularly with certain of those programs. We think the disadvantaged, for example——

Senator DOMINICK. Let me cut you off. I do not have much time. I am going to have to go and I know that the chairman has got more things to do. I am not trying to cut off your testimony, because I have read the whole thing and I will study it again.

But do I understand that your chief objection, I gather this, to the Better Schools Act was the fact that there is not enough money in it?

Mr. TAYLOR. Yes, sir; I think that, more than anything else, is the objection.

Senator DOMINICK. If we put more money in it then you would not think it was so bad?

Mr. TAYLOR. I would think that the Senate bill 1539 is far superior. I think the question of general school support which we have not addressed ourselves to, as part of that, is a very important aspect of this bill. If you look at this testimony, I have detailed section by section those parts of 1539 which we think are a much stronger approach, much better approach than the Better Schools Act.

Senator DOMINICK. Would you have any objection to putting into the Better Schools Act, or do you think it would help section 422 that I read to Mrs. Reimers—section 422 of the General Education Act, which says that the Federal Government cannot interfere in the direction, supervision or control over the curriculum, instruction, administration of personnel, of any educational institution or school system. Suppose we did that and said the State cannot?

Mr. TAYLOR. I do not know how that possibly could be, because in most States, by their own State constitution, responsibility for education lies with the State.

The local education agencies are delegated agencies that have only those responsibilities that have been delegated to them by statute in the State.

I would have to think about that at some length to know whether that would really be appropriate at that level.

Senator DOMINICK. Give me your comments on that when you get a chance, will you?

Mr. TAYLOR. Yes.

Senator DOMINICK. That is all I have, Mr. Chairman. I am afraid I will have to go. I am terribly sorry. I have another appointment.

Senator PELL. Thank you very much. I can assure you that your testimony will be examined carefully and I appreciate very much your support for S. 1539.

Our next witness is a good friend of the Chair and a friend of the subcommittee, Stanley McFarland, director of Government Relations for the National Education Association. Your prepared statement will be printed in the record.

STATEMENT OF STANLEY J. McFARLAND, DIRECTOR OF GOVERNMENT RELATIONS, NATIONAL EDUCATION ASSOCIATION, ACCOMPANIED BY JEAN FLANIGAN, ASSISTANT DIRECTOR OF RESEARCH, AND JAMES GREEN, ASSISTANT DIRECTOR OF GOVERNMENT RELATIONS

Mr. McFARLAND. I intend to read excerpts from my statement. It was brief in the first place, though.

Senator PELL. Your statement is the same as Mrs. Wise?

Mr. McFARLAND. I am giving Mrs. Wise's statement.

Senator PELL. You may have had a hand in putting it together.

Mr. McFARLAND. I am Stanley J. McFarland, director of Government Relations for the National Education Association. I am pleased to appear before you this morning to present the statement of Dr. Helen D. Wise, president of the 1.4 million member association, on categorical aids.

Despite devastating delays in funding, four vetoes of funds by President Nixon, and failure on the part of both the Johnson and Nixon administrations to request and the Congresses to appropriate the level of funding authorized in the act, the Elementary and Secondary Education Act has been of great benefit to the school children it is designed to serve. Whatever failures have occurred can, for the most part, be laid at the door of late and inadequate funding rather than the unwillingness or inability of school systems to implement the programs provided. Evaluations have proved that well-planned adequately funded compensatory programs can and do work. Even the President concedes this.

We strongly urge that title I of ESEA be continued, with necessary formula adjustments based on the 1970 census factor, as evidence of the national interest and commitment to bringing educationally disadvantaged children the special attention they deserve.

We believe that some categorical programs can be combined and advance the following for the committee's consideration:

Title II ESEA (textbook, library and material resources), title III NDEA (matching funds for equipment), title III ESEA (innovative programs), and title V ESEA (aid to State educational agencies) could be consolidated into a single title, all funds for which would be channeled through the State education agency with designated funding for grants to locals and for State discretionary funds.

Within this new title the funds for existing programs should be earmarked to maintain congressional intent.

We believe also that funds for established vocational education programs could be consolidated into a single block grant to the State, thus permitting the State to make priority determinations. If such consolidations are accomplished, we believe total funds for the programs should be increased, and that a hold-harmless feature for both programs and States should be incorporated into a State plan provision.

We have not addressed the question of consolidation of programs for the handicapped because these programs are developmental and we believe funds should remain distinct at both the Federal and operational levels. At the State level the programs often are—or should be—coordinated with health department programs, which makes them somewhat administratively different from the other programs mentioned. We believe programs for the handicapped deserve special categorical attention such as they currently receive.

The same is true of the developing programs for bilingual pupils and migrant pupils. With these two groups of critical national interest, Federal programs must be continued under the present categorical method which stimulates and protects their development. Other existing categorical programs which are in the same context of critical national interest are:

Indian education programs, ethnic heritage studies, consumer education programs, correction education services, dropout prevention projects, and school nutrition and health services.

The role of the State advisory councils in policy creation and the formulation of program objectives should be maximized. State advisory councils should be representative of the population of the State, including low income and minority groups and representatives of occupations other than education, although educators should constitute the majority. All such advisory councils should operate under the aegis of and report to the locally constituted State board of education.

Since the National Institute of Education has been created, we see no necessity or justification for continuing to set aside a percentage of ESEA title III or any other categorical aid funds for discretionary use by the Commissioner. We approve of the research and developmental approach vested in NIE. However, we think that the discretionary grants have been abused in the past, reflecting merely the biases of individual grant administartors at any given time. One glaring example of this is the financing of accountability studies with discretionary Federal funds.

I might add here in relation to the Better Schools Act, although Senator Dominick is not here, that we do think that its intent was to reduce funds. We also maintain that the administration is trying to consolidate the wrong programs. That is our primary reason for objectives to the Better Schools Act.

The desire for accountability is imminently reasonable. The question is accountability by whom and for what, and how people are to be held accountable.

Until teachers function actively in the decisionmaking of the accountability arena they will continue to be unfamiliar with the vocabulary of accountability and, therefore, less effective, either as a part of the decisionmaking or as constructive critics while others make the decisions.

In the process of reviewing and redesigning the categorical programs, a system for accountability must be established and a role must be developed so that the practicing classroom teacher may become involved as more than a nonparticipating victim.

We believe Public Law 81-874 and Public Law 81-815 should be continued in present form as separate and distinct programs and funded up to entitlement.

Attacks on Public Law 81-874 arise from the mistaken idea that the program is similar in intent to title I of ESEA. It is not. Public Law 81-874 funds are not based on the economic status of pupils. It is designed to reimburse districts for tax revenues lost by the presence of tax-exempt Federal property. It recognizes that such Federal installations contribute to increasing student population. Obviously, the Federal Government should make payments in lieu of taxes just as every other property holder in the district pays taxes.

We realize, of course, that there have historically been some inequities in the payments of Public Law 874 funds. The critics are forever screaming about Montgomery and Fairfax Counties—and with some validity. NEA's priority would be the full funding of those B pupils who are militarily connected and Indians. Moreover, if there are substantial changes in Public Law 874, they should be phased in to prevent disruption of education programs.

We also believe that part C of Public Law 81-874, which authorizes aid for schools of children who live in public housing—which has been encouraged by Federal policy—should be retained. NEA will continue to seek funding for part C. We support this because of the desperate financial plight confronting the big cities.

Categorical aids are a necessary facet of Federal aid to education. As new needs are defined, new categorical aids are proposed.

Consolidation such as we have suggested for overlapping or established programs will not cure the so-called problem of categorical aid. The problem arises from the late funding inadequate funding, and constantly changing guidelines and regulations, not from the programs themselves. To combat the real problem we urge that advance funding be authorized and implemented and that "carryover" of unspent funds be permitted for a period of 6 months to a year.

We appreciate this opportunity to share our views with the subcommittee and stand ready to confer with you further if so desired.

Senator PELL. In reviewing your testimony I notice you suggest that some consolidation would be good, but that when you spell it out, you come, really, only to three specific programs. I think the total number of categorical programs today in the field of general education is about in the neighborhood of 40-48—I thought it was in the neighborhood of 40. You suggest three that could be consolidated. What other ones could be consolidated?

Mr. MCFARLAND. We indicated that vocational programs could be consolidated into a single bloc grant and handicap programs that have basically gone by actions of Congress in the past. We feel that many of the technical assistance programs, such as ESEA II and ESEA III and ESEA V, certainly could logically be consolidated.

We feel that title III, which is in a slightly different category than the others, should be put in because of the basically discretionary aspects, that the States at this time do have the basic responsibility for approving the projects, although there is a large sum of discretionary money.

Senator, I think our major concern has been what we see as the misuse of discretionary money. If there are discretionary moneys I think it should be left to the State departments of education to determine how they are spent.

The only definition I have heard of innovation has boiled down to: anything that a school district does that is different from what it is now doing. We need innovation in education. There is no question. I think specific categorical programs which reflect national interest, congressional intent, do achieve that.

Senator PELL. I appreciate also the thought in your testimony when it comes to testing evaluation programs, there should be some peer mechanism to crank into it.

Mr. MCFARLAND. This is quite a matter of concern to the National Education Association. There are several types of evaluation, one being purely fiscal, whether the money is being spent according to its intent, and the other is an evaluation of the value of the programs.

Many evaluations have been done purely on the basis of tests. I think that this presents many difficulties, particularly for minority people, trying to measure involvement, what a student learns, what a teacher is teaching, what a school administration is doing, and so forth. It is a total bag and you talk to five people and they probably give you five different definitions of accountability.

Senator PELL. On the other hand, there must be some better method of evaluation than there is now. What about the question of vouchers as a means of innovation?

Mr. MCFARLAND. I do not know whether that fits into accountability. It is a means by some proponents, the initial OEO study was based on whether or not poor parents could make good decisions concerning their children's education. The problem of vouchers raises the church-State question, that public funds be used to support nonpublic schools.

Senator **PELL**. There is an interesting article in the Evening Star, I think it was last night, on this question of vouchers for older children, 17 18, and 16 and up, when they, themselves could make the choice, the vouchers would be valid for their lifetime.

Mr. **MCFARLAND**. Yes. That was a study done by one of the Nixon task forces.

Senator **PELL**. Yes; I found it rather interesting, not too dissimilar from my own concept of basic grants.

Mr. **MCFARLAND**. If you are suggesting guaranteeing every child an education through college and postsecondary work for those who do not go to college, this concept certainly would be in keeping. I think you and this committee have broken ground for that.

Senator **PELL**. This is a direction that I would like to see us go with increasing emphasis on career education as long as it is accredited and meets a certain standard.

In connection with the various bills before you, what do you think we ought to do? This committee is faced with some pretty tough choices to make; some different routes have been suggested; and we can continue present programs; we can go down the route of my bill or we have the administration's bill; Senator Javits' bill, and do you have any sort of overall views as to what you would like to see us do?

Mr. **MCFARLAND**. I think the NEA position basically is set forth in the testimony.

Senator **PELL**. Which is basically the continuation of the present program?

Mr. **MACFARLAND**. That is right; but of course our major priority, and I have heard expressions of similar interest among other educational organizations and up here on the Hill, is that we should be moving toward a general aid bill to finance a standard of education.

I have noticed in your bill you are moving in that way.

Senator **PELL**. You may recall a good many years ago there was a quality in education bill, the same kind of idea——

Mr. **MACFARLAND**. Yes. We see categorical programs as a floor, expression of national interest, the intent of Congress, to meet certain specific situations and problems. There is a great need for general funding. In a sense Public Law 874, although it is based on a premise of being in lieu of taxes, it is really a general aid kind of program. That money goes into a school district and the school district makes the decision as to the use of that money. It is a contradiction to me of what the administration has proposed, in general revenue sharing: that money goes to local governments, State governments, that somehow the State education agency is different.

The local and State governments are unable to make proper decisions as to how these moneys are to be spent.

Senator **PELL**. I share these concerns very much. I thank you and your associates very much, indeed, for being with us. Thank you.

[The prepared statement of Dr. Wise of the National Education Association, and other information subsequently supplied for the record follows:]

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DR. HELEN D. WISE, President
TERRY HERNDON, Executive Secretary

STATEMENT OF
HELEN D. WISE
PRESIDENT
NATIONAL EDUCATION ASSOCIATION
ON
S. 1539 AND CATEGORICAL EDUCATION PROGRAMS
BEFORE THE
EDUCATION SUBCOMMITTEE
OF THE
SENATE COMMITTEE ON LABOR AND PUBLIC WELFARE
JULY 25, 1973

I am Stanley J. McFarland, Director of Government Relations for the National Education Association. I am pleased to appear before you this morning to present the statement of Dr. Helen D. Wise, President of the 1.4 million member Association, on categorical aids.

The National Education Association was and still is a major proponent of providing federal assistance to schools through programs of categorical aids. This position is not in conflict with our major objective of general federal aid to bring the share of federal funding up to at least one third of the total cost of public education. NEA's proposal for the federal government to assume this responsibility is set forth in the attached pamphlet.

Categorical aid is a pragmatic approach which has served well both the schools and the government in its efforts to aid education since 1917. Educators and the public alike concede the success of categorical programs in many areas--even though the present Administration seeks to eliminate them.

NEA and other members of the education community have paid careful attention to the success of categorical aid programs over the years. Their interest and enthusiasm culminated in the enactment of the massive Elementary and Secondary Education Act of 1965.

Despite devastating delays in funding, four vetoes of funds by President Nixon, and failure on the part of both the Johnson and Nixon Administrations to request and the Congresses to appropriate the level of funding authorized in the Act, the Elementary and Secondary Education Act has been of great benefit to the school children it is designed to serve. Whatever failures have occurred may, for the most part, be laid at the door of late and inadequate funding rather than on the unwillingness or inability of school systems to implement the programs provided. Evaluations have proved that well planned, adequately funded compensatory programs can and do work. Even the President concedes this.

Title I of the Elementary and Secondary Education Act authorizes funds for the education of educationally disadvantaged children. The formula for entitlement for funding is based on the number of children from low-income families. Title I programs are for the educationally disadvantaged, regardless of family income--a fact not too well understood by the public or some Members of Congress. There is, of course, a strong correlation between low income and educational disadvantage. Although constant and untimely revision of guidelines and regulations of the U.S. Office of Education has harrassed state and local education administrators, the compensatory programs have produced more successes than failures, as copious testimony before the Congress has evidenced.

The major problems with Title I stem from the formula. Under present law, funds are distributed to school districts based on the numbers of children from families of under $2,000 annual income, according to census data, plus children from families receiving AFDC funds. Amounts that school districts have been receiving will change considerably with use of the 1970 census data. In addition to the change in the distribution, the Census Bureau admits that its data for center cities may be inaccurate due to undercounting.

We believe the Orshansky formula, which introduces family size as a factor in determining poverty level, is valid. The Orshansky factor weights a family of one adult and one child at a lesser poverty threshold than one of three adults and twelve children. The Orshansky index simply sets the poverty threshold at different income levels depending on family size.

NEA is vigorously opposed to the proposal that the formula for distribution of Title I funds be based on criterion referenced tests. We do not believe it is reasonable at this time to expect 4th graders in all states to achieve at the same level. Some states do not even have kindergartens. Others have kindergartens for both 4 and 5 year olds. Some states have a full scale remedial program. Others have very little. In other words, the education a child gets is still largely a function of where his parents live. The question of equalizing funding of education is a lot broader than the program proposed for remedying educational deficiencies.

Apart from the differences in educational opportunity, there are real differences in opinion about what should be taught at various grade levels. This is more true of math than of reading. This is one reason why we feel that the setting of learning objectives is more a state function than a national function.

We believe the Subcommittee should give serious consideration to the recommendations of the Senate Select Committee on Equal Educational Opportunity. The Select Committee cites several studies which indicated that application of compensatory funds in a "critical mass" method has achieved best results. Certainly a method which scatters limited funds so that each child is allocated a few cents per day is doomed to failure. The Select Committee proposed an additional $1.5 billion with such funds applied at the rate of $300 per child per year for compensatory education.

We strongly urge that Title I of ESEA be continued, with necessary formula adjustments based on the 1970 census factor, as evidence of the national interest and commitment to bringing educationally disadvantaged children the special attention they deserve.

* * *

We believe that some categorical programs can be combined and advance the following for the Committee's consideration.

Title II ESEA (textbook, library and material resources), Title III NDEA (matching funds for equipment), Title III ESEA (innovative programs), and Title V ESEA (aid to state education agencies) could be consolidated into a single Title, all funds for which would be channeled through the state education agency with designated funding for grants to locals and for state discretionary funds. Within this new Title the funds for existing programs should be earmarked to maintain Congressional intent.

We also believe that funds for established vocational education programs could be consolidated into a single block grant to the state, thus permitting the state to make priority determinations. If such consolidations are accomplished, we believe total funds for the programs should be increased, and that a hold-harmless feature for both programs and states should be incorporated into a state plan provision.

We have not addressed the question of consolidation of programs for the handicapped because these programs are developmental and we believe funds should remain distinct at both the federal and operational levels. At the state level the programs are often - or should be - coordinated with health department programs, which makes them somewhat administratively different from the other programs mentioned. We believe programs for the handicapped deserve special categorical attention such as they currently receive.

The same is true of the developing programs for bilingual pupils and migrant pupils. With these two groups of critical national interest, federal programs must be continued under the present categorical method which stimulates and protects their development. Other existing categorical programs which are in the same context of critical national interest are:

- Indian Education Programs
- Ethnic Heritage Studies
- Consumer Education Programs
- Correction Education Services
- Drop-Out Prevention Projects
- School Nutrition and Health Services

The role of the state advisory councils in policy creation and the formulation of program objectives should be maximized. State advisory councils should be representative of the population of the state, including low income and minority groups and representatives of occupations other than education, although educators should constitute the majority. All such advisory councils should operate under the aegis of and report to the legally constituted state board of education.

Since the National Institute of Education has been created, we see no necessity or justification for continuing to set aside a percentage of ESEA Title III or any other categorical aid funds for discretionary use by the Commissioner. We approve of the research and developmental approach vested in NIE. However, we think that the discretionary grants have been abused in the past, reflecting merely the biases of individual grant administrators at any given time. One glaring example of this is the financing of accountability studies with discretionary federal funds.

During our recent National Convention at Portland, Oregon, the NEA Representative Assembly directed the officers and staff of the Association to mobilize sufficient resources of personnel and funds to develop and mount a uniform comprehensive program in the accountability arena.

This action was based upon the report of the findings of a Task Force. The Task Force report dwells heavily on testing because accountability to those of us in education has been interpreted as "tests".

Current educational accountability programs emanated from industrial orientation and many were designed to seek relief from economic pressures. Many school districts are so desperately underfinanced that programs which should be directed at analyzing and improving educational programs are instead utilized for controlling costs.

The desire for accountability is imminently reasonable. The question is accountability by whom and for what, and how they are to be held accountable.

Until teachers function actively in the decision-making of the accountability arena they will continue to be unfamiliar with the vocabulary of accountability and therefore less effective, either as a part of the decision-making or as constructive critics while others make the decisions.

In the process of reviewing and redesigning the categorical programs, a system for accountability must be established and a role must be developed so that the practicing classroom teacher may become involved as more than a non-participating victim.

We believe PL 81-874 and PL 81-815 should be continued in present form as separate and distinct programs and funded up to entitlement.

Attacks on PL 81-874 arise from the mistaken idea that the program is similar in intent to Title I of ESEA. It is not. PL 81-874 funds are not based on the economic status of pupils. It is designed to reimburse districts for tax revenues lost by the presence of tax exempt federal property. It recognizes that such federal installations contribute to increasing student population. Obviously the federal government should make payments in lieu of taxes just as every other property holder in the district pays taxes.

We realize, of course, that there have historically been some inequities in the payments of PL 874 funds. The critics are forever screaming about Montgomery and Fairfax Counties--and with some validity. NEA's priority would be the full funding of those B pupils who are militarily connected and Indians. Moreover, if there are substantial changes in PL 874, they should be phased in to prevent disruption of education programs.

We also believe that Part C of PL 81-874, which authorizes aid for schools of children who live in public housing -- which has been encouraged by federal policy--should be retained. NEA will continue to seek funding for Part C. We support this because of the desperate financial plight confronting the big cities.

Categorical aids are a necessary facet of federal aid to education. As new needs are defined, new categorical aids are proposed.

Consolidation such as we have suggested for overlapping or established programs will not cure the so-called "problem" of categorical aid. The problem arises from the late funding, inadequate funding, and constantly changing guidelines and regulations, not from the programs themselves. To combat the real problem, we urge that advance funding be authorized and implemented and that "carryover" of unspent funds be permitted for a period of six months to a year.

We appreciate this opportunity to share our views with the Subcommittee and stand ready to confer with you further, if so desired.

financing a national standard of education

The Crisis in Education

Public school education in the United States faces a crippling financial crisis. While inflation and demands for better education for all youth are driving the costs of education higher, both taxpayers and the courts are challenging increases in the traditional sources of school funds.

In response to relentless fiscal pressure, many school districts are being forced to reduce educational services, thus reversing their strenuous efforts of the past decade to upgrade education.

As a long-range solution to the programs of the schools, the National Education Association proposes that the federal government make a bold commitment to improve the quality and equality of education: by guaranteeing a national standard of quality education for all public schools and broadening the base for school support in order to equalize educational opportunity for all children.

Under this program, the federal government would supply one-third of the total cost of public elementary and secondary schools. Prompt enactment of a national support program is essential. The NEA has set 1976, the 200th anniversary of the nation, as the target date for full operation and funding.

School Costs Are Rising

School costs have risen rapidly under the triple pressures of enrollment growth, inflation, and rapid expansion of new school programs. The pressures of enrollment growth have leveled off, reflecting the drop in the birth rate in the sixties. Hopefully, the pressures of inflation will be curtailed under the price-wage controls. However, the demand for increased and improved educational services continues unabated as the concept of equal educational opportunity for all is pressed toward reality.

Programs have been added to remedy a growing list of learning difficulties—physical, mental, emotional, and cultural. Greater efforts have been made to provide programs for preschool youth, 3 to 5 years old, as research found that early childhood education made a real difference in learning ability. New vocational programs have been added to retain youth in school and to retrain adults with skills needed for employment. Numbers of new programs are designed to help young people cope with responsibilities of the right to vote; develop appreciation of their own culture and that of others; get the facts about alcohol, tobacco, and drug abuse. The list is long.

Large cities are especially hard-pressed to finance schools. On the one hand, they have a high concentration of pupils who need the most costly educational programs, and, on the other, they have a shrinking tax base which must also support the high cost of municipal services needed for survival in the inner city.

School desegregation cannot be postponed in any part of the nation. For many cities, the solution involves whole metropolitan areas. Though it is costly to do so, integrated schools can be established and maintained provided that high-quality education is offered.

Cutbacks Across the Nation

Caught between rising costs and lagging revenue, school systems of all sizes are retrenching—sometimes drastically. Although not all school systems are affected yet, some, like that of Los Angeles, have cut back on the number of teachers and shortened the length of the school day. Others, like the one in Independence, Missouri, have closed when out of funds. Some of the largest systems—Chicago and Philadephia, for example—face the possibility of running out of funds and ending the school year early or of borrowing against next year's revenues. Others have cut specialized teachers and staff for programs in art, music, health services, reading, libraries, driver education, counseling, and physical education. Many have reduced allowances for substitute pay, teacher aides, and maintenance of school buildings.

Cost cutting, such as this, is keeping the school going—but just barely and at a sacrifice in the quality of education.

The Tax Squeeze

While needs are mounting, additional state and local funds are shrinking. In recent years, local property taxpayers have voted down more than half the proposed school bond and tax increases, nearly twice the rejection rate of five years ago. New state and local taxes and increased levies are harder to get after a decade when per capita state and local taxes have more than doubled.

Even more important for school finance is the fact that in about half the states, legal action is now being taken to invalidate school financing systems that discriminate in expenditures on the basis of the wealth of the school district. Local property taxes currently supply about 52 percent of school support, with 41 percent coming from state sources, and 7 percent from federal aid. A wealthy school district can finance schools well with a low tax rate on a high assessed value. In a poor district, however, even high rates yield little revenue for schools.

Neither state nor federal funds now equalize the disparities. In California, the highest state court found that local property tax financing invidiously discriminates against the poor by making the quality of a child's education a function of the wealth of his parents and neighbors rather than of the wealth of the whole state. Courts in other states are following this reasoning.

The logic of the decision is irrefutable. With or without pending court cases and final appeals, states are looking at ways of funding schools which will equalize both the burden for the taxpayers and the educational opportunity for youth. To bring all local districts up to the spending level of the highest districts is extremely expensive. To equalize costs by reducing expenditures in the higher districts would entail serious cuts in the educational program for many pupils.

How to attain the goal of equality of educational resources within states matches the problem of how to secure adequate funds.

States are studying possible solutions to their varying degrees of inequality in the revenue base for school support. These include (a) takeover by the state of all or almost all of the responsibility for financing schools; (b) enactment of a state aid program which truly compensates for the unequal revenue base that now exists among districts largely because wealth as measured by the assessed value of property is not spread uniformly within the states.

Determining which tax source to use to finance the increased cost of equalizing educational opportunity is also a major dilemma. Many fear that taxpayer resistance to any tax increase may mean little new revenue for schools and an actual decrease in school expenditures in the higher expenditure districts to bring the expenditures in the poorer districts up to the state average.

What is Educational Quality?

The nation has accepted the premise that the opportunity for an education in the public schools is every child's birthright. Further, if each child is to achieve his full potential, he must be guaranteed the opportunity for an education that develops him as an individual regardless of sex, race, religion, or socio-economic background.

If the national commitment for full educational opportunity is to be met, the schools must provide programs to help *each child* to:

acquire the fundamental skills of oral and written communication and mathematics and the language of science, so he has a chance to function in our society;

further develop the ability to think and evaluate, so he will continue to learn in a changing society;

have continuous opportunity for career development, so he is prepared for gainful employment and self-fulfillment;

extend his understanding and respect for human relationships and values, so he may live in a society which must function ethically;

acquire an understanding of the structures of society, past and present, so he may participate as an effective citizen;

acquire knowledge and appreciation for the arts and humanities, so he may develop as a person; and

acquire an understanding of personal health and his environment, so he may continue to grow physically.

The schools must have a basic educational and instructional program (commonly referred to as elementary, junior high, and senior high) which has as its major thrusts: academic development; career readiness development; human development; societal development; aesthetic development; and physical development.

As children progress successfully through an educational program, and as they grow older, their interests and capabilities become more varied and their individual needs require a greater variety of instructional offerings. When courses such as advanced mathematics are provided because of the needs or wishes of a few pupils, smaller class sizes may be necessary. When some pupils need advanced art courses, expensive specialized equipment may have to be purchased and maintained. As courses become more specialized, teachers with advanced preparation are required. Hence, it costs more to educate a child in junior high school than it did when he was in grade school. Similarly, senior high school education is more expensive than junior high.

We know from experience that there are urgent needs which the public schools must meet.

- Research shows that all children profit from prefirst-grade school experiences; therefore, *early childhood* (kindergarten and prekindergarten) programs should be universal.

- The regular education program may not provide children with all the necessary preparation for gainful employment;

therefore, *vocational* programs should be strengthened to provide for economic needs.

- Some children are unable to succeed because of emotional, mental, or physical disabilities; therefore, *special education* programs must be provided.
- Some children and adults need or want more opportunities than are provided in the regular school year; therefore, *summer school* and *adult education* programs should be available to all who are interested.
- Children of poverty cannot always benefit from school programs; therefore, *compensatory education* programs are essential.

Special programs such as these should be added to the basic educational program. Their specific nature often requires smaller classes, teachers and consultants with specialized or advanced training, and more sophisticated facilities and equipment. *All of this costs money.*

The Solution: A Federal Foundation Program

The states are searching for the best means to comply with the rule that the level of spending for a child's education may not be a function of wealth other than the wealth of the state as a whole. If this rule is accepted for educational spending within states, the next step is obvious—to make the level of educational spending a function of the wealth of the entire nation.

Although the majority of youth today are better educated than ever before, many are leaving schools inadequately prepared in the skills and understandings needed to work and to function as citizens. Many with learning handicaps are not getting remedial programs. Many others are not receiving modern vocational programs.

The tremendously fruitful years of early childhood development are lost for many children because schools are not providing kindergarten and nursery programs. The whole nation loses when its citizens do not achieve the full measure of the productive capacity.

State and local funds—the traditional source of school support—cannot supply the educational funds needed. Furthermore, the nation cannot afford to change its schools at the gradual pace of the past few decades. The crisis on the home front with youth and young adults is far more acute than any external threat to the nation.

This is the time to discuss and make decisions about the objectives of and standards for a national school program, how much it will cost, what the federal government will contribute, and how it will be shared among the states and local school systems within the states.

Proposed Objectives

The dialogue might begin with the following proposed educational objectives of a National Standard of Education:

1. Equalization of educational opportunity by guaranteeing a good basic elementary and secondary education to all pupils regardless of residence in a rich or poor state

2. Integration of schools to relieve the social and intellectual handicaps of racial isolation

3. Provision of early childhood education including kindergarten for all five-year-olds, beginning nursery school programs

in cities and depressed areas, day care centers for children without a parent at home during the day, and special education from birth for children with exceptional mental and physical handicaps

4. Provision of special educational programs for all handicapped youth and compensatory programs for all youth from culturally deprived homes

5. Modernization and expansion of vocational education programs to prepare youth for employment

6. Provision of modern school buildings to facilitate today's educational programs

7. Development and improvement of programs for adults in basic education, career development, and cultural enrichment

8. Provision of a sufficient number of teachers and instructional personnel at pay sufficient to support an adequate standard of living

9. Extension of learning opportunities for pupils to a year-round schedule

10. Provision for research, development, and evaluation of school programs.

Designing a federal support program raises questions like the following, for which research to date has not found easy answers:

What is the appropriate spending level per child to guarantee a good educational opportunity for every pupil?

To what extent should a federal support program equalize the ability of the states to support education?

How much, if any, does this desirable spending level differ among states and within states?

How many pupils should be in basic elementary and secondary programs as compared to high-cost programs of remediation, special education, compensatory education, and vocational education?

What cost differences exist among these programs?

What is a realistic national goal in kindergarten and early childhood education?

How much effort should be made in the public schools to educate and reeducate adults?

To these educational questions must be added these economic questions: What is the appropriate share of each level of government in school support? What tax sources should support education?

Moving Ahead

Solution to the educational crisis cannot await definitive answers. We must proceed with the best combination we can construct of preliminary evidence, best opinion, and a consensus of what is possible.

The National Standard of Education prepared by the National Education Association calls for:

- an average of one-third federal funding and two-thirds state-local funding of public elementary and secondary schools
- a beginning national average cost standard of $1,200 per pupil enrolled, to be adjusted annually for changes in price levels and changes in program needs as better information becomes available

- a formula to distribute federal funds which accounts for state differences in ability to raise the state-local share of $800 per child at a reasonable tax effort and for state difference in price levels if a suitable index can be found.

The cost is high. It is estimated that by 1976-77, public school enrollment with the addition of preschool programs will reach 48.1 million. At today's prices, the estimated revenue demand of providing adequate school programs for all youth will be $70.97 billion. This year, the revenue of public schools from all sources is estimated at $46.6 billion, with $3.3 billion (or 7.1 percent) coming from federal grants and $43.3 billion (or 92.9 percent) coming from state and local sources. Under the plan proposed, by 1976-77 federal support would rise to $23.63 billion and state-local support would increase moderately to $47.34 billion.

The first call on the federal funds should be a distribution to the states to compensate for the inability of low-income states to raise (at the national average effort) from their own revenue sources $800 per child enrolled. Based on 1970 personal income, this equalization grant would cost a little over $3 billion. The remainder of the federal funds would be allotted among the states on the basis of the numbers of pupils enrolled and the cost per student of the various programs as shown in the table.

We propose to begin now a dialogue with representatives of a broad spectrum of organizations representing civic, business, labor, political, and professional interests. The purpose of the meetings will be to develop as wide a consensus as possible on the details of a National Standard of Education, its price and allocation, to be offered to the Congress.

The Cost of Financing a National Standard of Education

Program	Number enrolled (in millions)	Cost[b] per pupil	Total cost[b] (in billions)
Basic education	14.9	$1,000	$14.90
Junior high	8.8	1,200	10.56
Senior high	6.0	1,400	8.40
Early childhood	6.5	1,300	8.45
Vocational	2.2	1,800	3.96
Special education	3.5	2,400	8.40
Compensatory education	6.2	2,000	12.40
Summer school	24.0[a]	100[a]	2.40
Adult education	15.0[a]	100[a]	1.50
Total	48.1	$1,200	$70.97

[a] Not included in total.
[b] In 1972 prices.

Source: Program enrollment and cost-ratios based on data adapted from the National Education Finance Project. *Alternative Programs for Financing Education.* Vol. V, p. 272. Gainesville, Florida. 1971.

nea
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DR. HELEN D. WISE, President
TERRY HERNDON, Executive Secretary

July 30, 1973

The Honorable Claiborne Pell, Chairman
Subcommittee on Education
Committee on Labor and Public Welfare
4228 New Senate Office Building
Washington, D. C. 20510

Dear Chairman Pell:

The NEA would like to include some additional comments for the record on points which arose when we testified July 25 before the Senate Education Subcommittee.

Senator Dominick proposed that a provision similar to Section 422 of the General Education Provisions Act, which would relate to state education agencies, be included in federal categorical aid legislation. Section 422 reads as follows:

> "PROHIBITION AGAINST FEDERAL CONTROL OF EDUCATION
>
> "Sec. 422. No provision of the Act of September 30, 1950, Public Law 874, Eighty-first Congress; the National Defense Education Act of 1958; the Act of September 23, 1950, Public Law 815, Eighty-first Congress; the Higher Education Facilities Act of 1963; the Elementary and Secondary Education Act of 1965; the Higher Education Act of 1965; the International Education Act of 1966; or the Vocational Education Act of 1963 shall be construed to authorize any department, agency, officer, or employee of the United States to exercise any direction, supervision, or control over the curriculum, program of instruction, administration, or personnel of any educational institution, school, or school system, or over the selection of library resources, textbooks, or other printed or published instructional materials by any educational institution or school system, or to require the assignment or transportation of students or teachers in order to overcome racial imbalance."
>
> (20 U.S.C. 1232a) Enacted April 13, 1970, P.L. 91-230, Title IV sec. 401 (a)(10), 84 Stat. 169.

The NEA opposes enactment of any such provision. Its effect would be to prohibit state control of education. We believe that the control of education properly rests with the state as a power not specifically delegated to the federal government. The relationship between the state and its local education agencies is fixed for each state by its constitution and statutes. A copy of the state constitutional provisions relating to education is attached for the Committee's consideration. It would invite an insidious type of federal control if Congress were to enact legislation which would prohibit the states from controlling any aspect of education.

Among the states, the role of the state agencies in controlling and supervising local education agencies is extremely diverse. We believe that on the whole the state supervision has had a salutory effect on the operations of local education agencies.

We can, of course, appreciate the desire of any agencies charged with a function to be free of any control. However, it is the responsibility of each local education agency to work within its state through the established administrative, legislative, and judicial channels to free itself from those controls which are truly onerous.

For all these reasons, NEA must oppose adoption of any statute which would seek to remove control of education from the states. We hope the Education Subcommittee will share our views.

Sincerely,

Stan

Stanley J. McFarland
Director of Government Relations

SJM/km

Attachment

APPENDIX A

STATE CONSTITUTIONAL PROVISIONS ESTABLISHING PUBLIC SCHOOLS

Alabama—Art. XIV, Amendment CXI, § *256*

It is the policy of the state of Alabama to foster and promote the education of its citizens in a manner and extent consistent with its available resources, and the willingness and ability of the individual student, but nothing in this Constitution shall be construed as creating or recognizing any right to education or training at public expense, nor as limiting the authority and duty of the legislature, in furthering or providing for education, to require or impose conditions or procedures deemed necessary to the preservation of peace and order.

The legislature may by law provide for or authorize the establishment and operation of schools by such persons, agencies or municipalities, at such places, and upon such conditions as it may prescribe, and for the grant or loan of public funds and the lease, sale or donation of real or personal property to or for the benefit of citizens of the state for educational purposes under such circumstances and upon such conditions as it shall prescribe.

Alaska—Art. VII § *1*

The legislature shall by general law establish and maintain a system of public schools open to all children of the state and may provide for other public educational institutions.

Arizona—Art. XI § *1*

The legislature shall enact such laws as shall provide for the establishment and maintenance of a general and unique public school system. . . .

2a

Arkansas—Art. XIV § *1*

Intelligence and virtue being the safeguards of liberty and bulwark of a free and good government, the state shall ever maintain a general, suitable and efficient system of free schools and shall adopt all suitable means to secure to the people the advantages and opportunities of education.

California—Art. IX § *5*

The legislature shall provide for a system of common schools by which a free school shall be kept up and supported in each district at least six months in every year, after the first year in which a school has been established.

Colorado—Art. IX § *2*

The general assembly shall, as soon as practicable, provide for the establishment and maintenance of a thorough and uniform system of free public schools throughout the state, wherein all residents of the state between the ages of six and twenty-one years, may be educated gratuitously.

Connecticut—Art. VIII § *1*

There shall always be free public elementary and secondary schools in the state. The General Assembly shall implement this principle by appropriate legislation.

Delaware—Art. 10 § *1*

The general assembly shall provide for the establishment and maintenance of a general and efficient system of free public schools, and may require by law that every child, not physically or mentally disabled, shall attend the public school, unless educated by other means.

3a

Florida—Art. IX § 1

Adequate provision shall be made by law for a uniform system of free public schools, and for the establishment, maintenance and operation of institutions of higher learning and other public education programs that the needs of the people may require.

Georgia—Art. VIII § 1

The provision of an adequate education for the citizens shall be a primary obligation of the state of Georgia, the expense of which shall be provided for by taxation.

Hawaii—Art. IX § 1

The state shall provide for the establishment, support and control of a statewide system of public schools free from sectarian control, a state university, public libraries and such other educational institutions as may be deemed desirable, including physical facilities therefor.

Idaho—Art. IX § 1

The stability of a Republican form of government depending mainly upon the intelligence of the people, it shall be the duty of the legislature of Idaho to establish and maintain a general, uniform and thorough system of public, free common schools.

Illinois—Art. X § 1

A fundamental goal of the People of the State is the educational development of all persons to the limits of their capacities.

The State shall provide for an efficient system of high quality public educational institutions and services. Education in public schools through the secondary level shall be free. There may be such other free education as the General Assembly provides by law.

The State has the primary responsibility for financing the system of public education.

Indiana—Art. VIII § 1

Knowledge and learning, generally diffused throughout a community, being essential to the preservation of a free government: it shall be the duty of the general assembly to encourage, by all suitable means, moral, intellectual, scientific, and agricultural improvement; and to provide by law for a general and uniform system of Common Schools wherein tuition shall be without charge, and equally open to all.

Iowa—Art. IX Pt. 1 § 12

The Board of Education shall provide for the education of all the youths of the state, through a system of Common Schools and such schools shall be organized and kept in each school district at least three months in each year.

Kansas—Art. VI § 1

The legislature shall provide for intellectual, educational, vocational and scientific improvement by establishing and maintaining public schools, educational institutions and related activities which may be organized and changed in such manner as may be provided by law.

Kentucky—§ 183

The General Assembly shall, by appropriate legislation, provide for an efficient system of common schools throughout the state.

Louisiana—Art. XII § 1

The legislature shall provide for the education of the school children of the state. The public school system shall include all the public schools and all institutions of learning operated by state agencies.

Maine—Art. VIII § 1

A general diffusion of the advantages of education being essential to the preservation of the rights and liberties of the people; to promote this important object the Legislature are authorized, and it shall be their duty to require, the several towns to make suitable provision, at at their own expense, for the support and maintenance of public schools; and it shall further be their duty to encourage and suitably endow, from time to time, as the circumstances of the people may authorize, all academies, colleges and seminaries of learning within the state. . . .

Maryland—Art. VIII § 1

The General Assembly, at its First Session after the adoption of this Constitution, shall by law establish throughout the State a thorough and efficient System of Free Public Schools; and shall provide by taxation, or otherwise, for their maintenance.

Massachusetts—§ 91 (Pt. 2, ch. 5, § 2)

Wisdom, and knowledge, as well as virtue, diffused generally among the body of the people, being necessary for the preservation of their rights and liberties; and as these depend on spreading the opportunities and advantages of education in the various parts of the country, and among the different orders of people it shall be the duty of the legislatures and magistrates, in all future periods of this commonwealth, to cherish the interests of literature and the sciences and all seminaries of them; especially the university at Cambridge, public schools and grammar schools in the towns. . .

Michigan—Art. VIII §§ 1 & 2

Sec. 1. Religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged.

Sec. 2. The legislature shall maintain and support a system of free public elementary and secondary schools as defined by law.

Minnesota—Art. VIII § 1

The stability of a republican form of government depending mainly upon the intelligence of the people, it shall be the duty of the legislature to establish a general and uniform system of public schools.

Mississippi—Art. VIII § 201

The legislature may, in its discretion, provide for the maintenance and establishment of free public schools for all children between the ages of six (6) and twenty-one (21) years, by taxation or otherwise, and with such grades as the Legislature may prescribe.

Missouri—Art. IX § 1(a)

A general diffusion of knowledge and intelligence being essential to the preservation of the rights and liberties of the people, the general assembly shall establish and maintain free public schools for the gratuitous instruction of all persons in this state within ages not in excess of twenty-one years as prescribed by law.

Montana—Art. XI § 1

It shall be the duty of the legislative assembly of Montana to establish and maintain a general, uniform and thorough system of public, free common schools.

Nebraska—Art. VII § 6

The legislature shall provide for the free instruction in the common schools of the state of all persons between the ages of five and twenty-one years.

Nevada—Art. 11 § 2

The legislature shall provide for a uniform system of common schools, by which a school shall be established and maintained in each school district at least six months in every year. . . .

New Hampshire—Part II, Art. 83

Knowledge and learning, generally diffused through a community, being essential to the preservation of a free government; and spreading the opportunities and advantages of education through the various parts of the country, being highly conducive to promote this end; it shall be the duty of the legislators and magistrates, in all future periods of this government, to cherish the interest of literature and the sciences, and all seminaries and public schools, to encourage private and public institutions, rewards and immunities for the promotion of agriculture, arts, sciences, commerce, trades, manufactures, and natural history of the country; to countenance and inculcate the principles of humanity and general benevolence, public and private charity, industry and economy, honesty and punctuality, sincerity, sobriety, and all social affections, and generous sentiments, among the people . . . .

New Jersey—Art. VIII § 4 ¶ 1.

The Legislature shall provide for the maintenance and support of a thorough and efficient system of free public schools for the instruction of all the children in the State between the ages of five and eighteen years.

New Mexico—Art. XII § 1

A uniform system of free public schools sufficient for the education of, and open to, all children of school age in the state shall be established and maintained.

New York—Art. XI § 1

The legislature shall provide for the maintenance and support of free common schools, wherein all the children of this state may be educated.

North Carolina—Art. IX §§ 1 & 2

Sec. 1. Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and libraries and the means of education shall forever be encouraged.

Sec. 2. The General Assembly shall provide by taxation and otherwise for a general and uniform system of free public schools . . . .

North Dakota—Art. VII §§ 147 & 148

Sc. 147. A high degree of intelligence, patriotism, integrity and morality on the part of every voter in a government by the people being necessary in order to insure the continuance of that government and the prosperity and happiness of the people, the legislative assembly shall make provision for the establishment and maintenance of a system of public schools which shall be open to all children of the state of North Dakota and free from sectarian control.

Sec. 148. The legislative assembly shall provide for a uniform system of free public schools throughout the state . . . .

Ohio—Art. VI § *3*

Provision shall be made by law for the organization, administration and control of the public school system of the state supported by public funds . . . .

Oklahoma—Art. XIII § *1*

The legislature shall establish and maintain a system of free public schools wherein all the children of the state may be educated.

Oregon—Art. VIII § *3*

The legislative assembly shall provide by law for the establishment of a uniform and general system of common schools.

Pennslyvania—Art. III § *14*

The General Assembly shall provide for the maintenance and support of a thorough and efficient system of public education to serve the needs of the Commonwealth.

Rhode Island—Art. XII § *1*

The diffusion of knowledge, as well as of virtue, among the people, being essential to the preservation of their rights and liberties, it shall be the duty of the general assembly to promote public schools, and to adopt all means which they may deem necessary and proper to secure to the people the advantages and opportunities of education.

South Carolina—Art. XI. §§ *1, 2, & 3*

Sec. 1. The supervision of public instruction shall be in a State Superintendent of Education . . . .

Sec. 2. There shall be a State Board of Education composed of one member from each of the judicial circuits of the state . . . .

Sec. 3. The General Assembly shall make provision for the election or appointment of all other necessary school officers, and shall define their qualifications, powers, duties, compensation and terms of office.

South Dakota—Art. VIII § *1*

The stability of a republican form of government depending on the morality and intelligence of the people, it shall be the duty of the Legislature to establish and maintain a general and uniform system of public schools wherein tuition shall be without charge, and equally open to all; and to adopt all suitable means to secure to the people the advantages and opportunities of education.

Tennessee—Art. XI § *12*

Knowledge, learning, and virtue, being essential to the preservation of republic institutions, and the diffusion of the opportunities and advantages of education throughout the different portions of the State, being highly conducive to the promotion of this end, it shall be the duty of the General Assembly in all future periods of this Government, to cherish literature and science. And the fund called common school fund, and all the lands and proceeds thereof, dividends, stocks, and other property of every description whatever, heretofore by law appropriated by the General Assembly of this State for the use of common schools, and all such as shall hereafter be appropriated, shall remain a perpetual fund, the principal of which shall never be diminished by Legislative appropriations; and the interest thereof shall be inviolably appropriated to the support and encouragement of common schools throughout the State, and for the equal benefit of all the people thereof; and no law shall be made authorizing said fund or any part thereof to be divested to any other use than the support and encouragement of common schools.

Texas—Art. VII § *1*

A general diffusion of knowledge being essential to the preservation of the liberties and rights of the people, it shall be the duty of the Legislature of the State to establish and make suitable provision for the support and maintenance of an efficient system of public free schools.

Utah—Art. X § *1*

The legislature shall provide for the establishment and maintenance of a uniform system of public schools, which shall be open to all children of the State, and be free from sectarian control.

Vermont—Chapt. 2, § *64*

Laws for the encouragement of virtue and prevention of vice and immorality ought to be constantly kept in force, and duly executed; and a competent number of schools ought to be maintained in each town unless the general assembly permits other provisions for the convenient instruction of youths.

Virginia—Art. VIII § *1*

The General Assembly shall provide for a system of free public elementary and secondary schools for all children of school age throughout the Commonwealth, and shall seek to ensure that an educational program of high quality is established and continually maintained.

Washington—Art. IX § *2*

The legislature shall provide for a general and uniform system of public schools.

West Virginia—Art. XII § 1

The legislature shall provide, by general law, for a thorough and efficient system of free schools.

Wisconsin—Art. X § 3

The legislature shall provide by law for the establishment of district schools, which shall be as nearly uniform as practicable; and such schools shall be free and without charge for tuition to all children between the ages of four and twenty years . . . .

Wyoming—Art. VII § 1

The legislature shall provide for the establishment and maintenance of a complete and uniform system of public instruction, embracing free elementary schools of every needed kind and grade, a university with such technical and professional departments as the public good may require and the means of the state allow, and such other institutions as may be necessary.

Senator PELL. Our final witness is Prof. Edward G. Holley, dean, School of Library Science, the University of North Carolina, and vice president, president-elect, of the American Library Association.

Yesterday you spoke to us and gave excellent testimony with regard to the White House Conference on Libraries.

STATEMENT OF EDWARD G. HOLLEY, DEAN, SCHOOL OF LIBRARY SCIENCE, UNIVERSITY OF NORTH CAROLINA, AND VICE PRESIDENT, PRESIDENT-ELECT, AMERICAN LIBRARY ASSOCIATION

Mr. HOLLEY. Thank you, Mr. Chairman. I am Edward G. Holley. I am vice president, president-elect of the American Library Association.

With your permission I will merely summarize my testimony because of the length of the hearings thus far.

Senator PELL. Your statement will be included in the record following your testimony.

Mr. HOLLEY. Let me say in terms of the emphasis today, which is the categorical versus general aid in educational matters, that I have—to reverse Shakespeare—come to praise categorical aid and not to bury it.

I think the categorical programs for libraries have been highly successful. The American Library Association will certainly speak in terms of preserving the basic library programs as they are. I speak particularly in support of the extension in your bill of the elementary and secondary education title II program which extends through 1977, the program of school library resources, textbooks, and other instructional materials.

I would like to speak particularly of the matter of libraries and elementary schools and secondary schools. When I first went to Houston a decade ago, the city of Houston, which was a very large city, had virtually no elementary school libraries. Thanks to ESEA title II the city of Houston now has many elementary school libraries, but that is not true of the State of Texas as a whole, where 59 percent of the elementary schools still do not have school libraries.

Your own State, Mr. Chairman, does very well. Only 7 percent of the elementary schools in Rhode Island do not have libraries. On the other hand, for the information of the Senator from Vermont, 90 percent of the Vermont elementary schools still do not have elementary school libraries. I have a map here that shows the percentage of schools without libraries in each State. I ask that it be made part of the record at this point. There is a great deal still to be done——

Senator PELL. We are doing also a very effective job in my State at times of raising money privately for public school, elementary schools libraries, to try to develop the libraries and this is being done—I am not sure it is being done in every State—but it is being done in our State.

Mr. HOLLEY. I think one of the things that has happened in terms of ESEA is that the Federal act itself has led to additional private support and additional State support for school libraries. We would very much like to see that program continued. Indeed,, I would like to make a part of the record a study that the U.S. Office of Education did in terms of the impact of ESEA title II, which for some reason has not been distributed widely, which shows that this program has been a highly successful program. The name of the study is "An Evaluative Survey Report on ESEA Title II." I ask that it be inserted in the record at the conclusion of my remarks.

I guess one of the things that disturbs me is the point of view that if a program is successful, it no longer needs to be continued. I do find that a strange bit of reasoning, I must say.

Senator **Pell**. You are talking about title III?

Mr. **Holley**. I am talking about the title II library programs. In terms of the college programs, title II–A of the Higher Education Act is a program in which I have been very heavily involved as a member of the advisory council of the Office of Education and we often hear the comment: $5,000 does not make a lot of difference.

As you know, the Education Amendments of 1972 mandated the basic grants for library resources which was a very wise provision of Congress, in my opinion. I suppose it does not make a lot of difference to people who have grandiose ideas of how funding ought to take place. But in terms of small schools you mentioned the private sector; I was thinking about the library of Greensboro College, a very fine small college of about 1,000 students, basically a liberal arts college, and their basic grant from the title II–A program of the Higher Education Act of 1965 is roughly one-third of their library materials expenditures and through the provision of that program they have raised additional funds for libraries in that college.

I could repeat many examples like this and I have indeed repeated this in the statement so I will not continue with that. But I am pointing out the fact that for a relatively small amount of money in terms of the total appropriation for education, these funds have stimulated additional funds for libraries in institutions of higher education. I feel most strongly that this program ought to be continued.

I think that if it had been continued at the $25 million appropriation level we had for a year or two, within a decade we probably would have had adequate libraries in most places instead of mediocre ones.

I would like also to address myself to the problems of funds under HEA title II, particularly the funds for library education. Unlike some other disciplines which are overcrowded these days, with people who obtained graduate degrees which are no longer marketable, the doctoral programs in library science have not been in superabundance, if I may use that term. I have some data on that too in my statement.

So I would like to see continuation of those HEA title II–B fellowships. You mentioned yesterday, Mr. Chairman, the need for libraries to share what they have and to cooperate more. I have found that title III of the Library Services and Construction Act which is designed to encourage interlibrary cooperation among all types of libraries has done just that. The stimulus of Federal dollars, even though those dollars have been very few, has achieved a great deal in encouraging this kind of cooperation.

We have heard from other witnesses this morning about the need for adquate statistics and that continues to be a problem. It is amazing to me that on the eve of the bicentennial we have nothing comparable to the 1876 statistical compilation of the Office of Education on libraries.

It is very difficult to get adequate information on where we are in terms of libraries at all levels. For instance, the library statistics of colleges and universities, institutional data, last appeared in 1971. We have gone on, one year collecting data, the next year not collecting data and I certainly applaud that part of your bill which requires that the Office of Education shall set up a center for collecting accurate statistics in all kinds of areas of education.

Regionalization has been mentioned by a number of individuals this morning, and their impression is not different from mine, and that is that regionalization of the Office of Education has not been a helpful development. I would certainly concur with that.

Lastly, I would mention that the idea of a National Commission on Educational Policy Planning and Evaluation seems to me to be a good one and one that deserves the most careful study.

I do not know whether you have selected the right number of people or from the right groups or whatever, but as I have suggested from my testimony yesterday, I am heartily in favor of a discussion of what the Federal policy and the Federal role ought to be in education and libraries. I certainly applaud that part of your bill as a step in that direction.

I believe that is a brief capsule of my statement, Mr. Chairman. I do thank you for the opportunity to present it and will be happy to answer any questions.

Senator Pell. Basically, as I understand your testimony, you support the idea of the categorical programs that affect you, as giving you some direction in your funding and some other direction which you appreciate?

Mr. Holley. I think that is precisely correct, Mr. Chairman. I believe I have heard my colleagues in the elementary and secondary area comment that in terms of administering the ESEA title II program, there have been very few problem areas. It has apparently been well administered. There are few criticisms from the nonpublic sector, which has also been involved, as you know, in this area. I would say that we have the same problem with everybody else who would wish there was more money available.

We think that these programs have worked well and lest that be forgotten I am happy to add this testimony at this point.

Senator Pell. Then in summary, do you support or oppose the administration's revenue-sharing education bill?

Mr. Holley. I am not sure I speak for the association on this point, but I certainly speak for myself. It is unclear to me that administration's bill will advance the cause of education to any significant degree.

Senator Pell. Speaking personally, then, you would oppose it or support it?

Mr. Holley. I would oppose it.

Senator Pell. Now, if there is full funding of the categorical programs we have now, would that not relieve the crisis of your libraries around the country?

Mr. Holley. Yes, indeed. In this evaluation of ESEA title II that was made by the Office of Education to which I referred earlier the point was made that if the funding had been adequate, we would have achieved the goals originally envisioned by the Congress for that program.

Senator **Pell**. Thank you. Thank you, indeed, Dean Holley for being with us.

I now order printed in the record at this point all pertinent material submitted for the record by persons unable to attend today's hearing.

[The prepared statement of Dean Holley and other pertinent information supplied for the record follow:]

Statement of Edward G. Holley
Dean, School of Library Science
The University of North Carolina,
and Vice President, President-elect,
American Library Association
before the Subcommittee on Education
of the
Senate Committee on Labor and Public Welfare
on S. 1539,
Elementary and Secondary Education Amendments of 1973

July 25, 1973

My name is Edward G. Holley. I am Vice President/President-elect of the American Library Association, a nonprofit educational organization of about 30,000 librarians, trustees, and other citizens who are committed to the advancement of library service to all the people. For the past eighteen months I have been Dean of the School of Library Science of the University of North Carolina at Chapel Hill and prior to that for almost ten years I was Director of Libraries at the University of Houston, Texas. In both capacities I have been very much involved in the planning for and distribution of federal funds for libraries, having served on both the Texas and North Carolina state libraries' LSCA advisory committees, having worked with higher education boards in both states, and having served as an appointed member of the U.S. Office of Education's Advisory Council on College Library Resources for Title II-A of the Higher Education Act of 1965 from 1968 to 1971, the last two years of my term as chairman. For these reasons I have been able to view the impact of federal programs for libraries at first hand and am personally, as well as professionally, concerned about the decreasing funding of the past three years and the proposed elimination of all funds for libraries in the present fiscal year.

First, Mr. Chairman, I speak in support of Title I, Part B of S. 1539, the Elementary and Secondary Education Amendments of 1973, which would extend through fiscal year 1977 the program of school library resources, textbooks and other instructional materials authorized by Title II of the Elementary and Secondary Education Act. Having watched the introduction of elementary school libraries in a city the size of Houston where few elementary school libraries existed prior to

ESEA Title II, and having had four children in elementary school during the period when Title II began to have great effect, I can testify strongly to the value of this program in providing elementary school libraries throughout the country. Since that time, I have become aware of the existence of school libraries in smaller communities solely because of federal funding. These communities would never have been able to establish school libraries without federal assistance. In a time of financial stringency for local school systems, I believe continuance of Title II is essential to the maintenance of elementary and secondary school library service.

My own strong belief in the value of this program is amply supported by an evaluative survey recently conducted by the U.S. Office of Education which shows that a generally acute need for library materials continues to exist in school districts throughout the nation. This survey recommends, among other things, that the federal supplement to state and local funds through Title II be increased to the level of authorization. 1/ And yet, the Administration proposes that Title II be terminated. As you know, in the Administration's special education revenue sharing proposal, school library resources would be consigned to the "supporting materials and services" category, along with a whole range of other programs such as school lunches, guidance and counseling, adult education and many other existing categorical programs. As an integral part of the instructional program, school libraries cannot be viewed as providing only "supporting" services. On the contrary they are fundamental to the total educational process. With increasing emphasis on individualized instruction, a wide variety of library resources and multi-media learning materials are essential for an effective educational program. Accordingly, the American Library Association endorses the provisions of S. 1539 that would extend the Title II program through FY 1977. Attached to this statement are a series of comments from the states which clearly illustrate the necessity of continuing this vital program. (Attachment A)

1/ U.S. Office of Education. *An Evaluative Survey Report on ESEA Title II Fiscal Years 1966-68*. September 1972.

Second, Mr. Chairman, I would like to express my concern about the failure of the U.S. Office of Education to carry out the intent of Congress, and I concur heartily with Senator Pell's statement upon introducing S. 1539 that there have been "distortions of the intentions of Congress with respect to the administration of education programs." Like Senator Pell, I believe that Congress ought to "legislate with a broad brush and leave details to trustworthy administrators" to work out the implementation. Although the Education Amendments of 1972 (PL 92-318) have corrected the situation, Title II-A of the Higher Education Act of 1965 is a classic case where guidelines were distorted to emphasize priorities not in the original intent of Congress, and where the Advisory Council was told, in effect, that the Administration had decided to target Title II-A grants in selected colleges and universities, first in institutions with deficient library resources in large urban areas, and later in colleges and universities serving large numbers of minority groups. The Advisory Council was told that the Office of Management and Budget had decided how many grants would be awarded, that funds would not be made available for more than that specific number, despite Congressional appropriations to the contrary, and that the Advisory Council should therefore construct guidelines which would assure this intent. As chairman of the Advisory Council, I protested this administrative change, first to Commissioner Allen in May 1970, at a meeting of the Council which had then been reduced to three members because no new nominations had been made to fill vacancies, and subsequently to Deputy Commissioner Muirhead at my final meeting with the Council in May, 1971. Later, when Commissioner Marland wrote a routine letter of thanks for my service on the Council, I responded with the attached letter of December 2, 1971, expressing my disappointment that the Office of Management and Budget had been permitted to move the program away from its basic goal of helping all our weaker college libraries become stronger and more adequate to serve the needs of their increasing student bodies. (Attachment B)

To prevent such situations from occurring, S. 1539, with its prohibition against "use of practices or procedures which have the effect of requiring, or providing for, the approval of an application for funds derived from different appropriations according to any criteria other than those for which provision is made in the law which authorizes the appropriation of such funds" seems essential if congressional intent is to be carried out.

Mr. Chairman, we frequently hear the argument used against Title II-A that categorical aid, in the form of basic grants of $5,000 for college libraries, is too small an amount to do any college much good. This statement can only be made by those unfamiliar with college library budgets, by those with an ignorance of the wise provision of the Congress requiring local matching funds and maintenance of effort on the part of the college, and perhaps also by those who tend to look for massive and grandiose solutions to our educational problems. There are few programs enacted by Congress which have been so directly beneficial to the smaller college and university library, as well as the libraries of those emerging institutions like the University of Houston which saw their enrollments double or even triple during the sixties.

Let me cite a survey, Resources of Texas Libraries, which Dr. Donald D. Hendricks and I made for the Coordinating Board, Texas College and University System, in 1967, a survey whose distribution, incidentally, was funded by the Texas State Library under the Library Services and Construction Act. That was the first year that HEA Title II-A was funded at a level of $25,000,000 by Congress. Yet even this relatively modest amount of money in the federal budget enabled junior and senior colleges in Texas to increase their total library budgets by from five to thirty percent, and the proportion devoted to book budgets, by even more. Attachment C provides two tables which indicate how helpful these basic and supplemental grants were for such libraries in Texas, but every state could provide similar examples. Let me call the attention of the Committee to the grants for the private colleges, many of which have inadequate library collections and whose very survival is now a matter of grave concern. As we noted in our 1967 survey, a good undergraduate library can be established at around 100,000 volumes but many of the private schools have difficulty meeting even this goal. As a matter of fact, only five years ago there were still 358 four-year colleges serving up to 5,000 students with fewer than 50,000 volumes. Yet a number of them offer graduate programs and their ability to support their instructional programs was greatly enhanced by their receipt of library funds under HEA Title II-A. Moreover, the provision that they must match the $5,000 basic grant and must maintain their library expenditures at a level equivalent to the average of the previous two years has resulted in increased private support at a significant level. If the Title II-A program had been funded continuously at even the $25,000,000 level as opposed to the substantially higher authorized level, then another decade might well have found us with libraries in every institution of higher education which would be adequately stocked, competently staffed, and sufficiently financed. What we have had, instead, is a refusal on the part of the Administration to spend even the reduced funds Congress has appropriated, as well as a redirection of the program in ways that the Congress did not intend. The following table indicates Congressional appropriations and Office of Education expenditures from 1969-1972.

HEA Title II-A

	FY 1969	FY 1970	FY 1971	FY 1972
Appropriations	25,000,000	20,800,000*	15,325,000	11,000,000
Expenditures	22,721,567	9,816,000	9,893,400	10,993,000

*But subsequently reduced under the 15 percent discretionary provisions in the bill, after a stalemate over appropriations vetoes, to $9,900,000.

There seems little question that college library appropriations have suffered proportionately a greater reduction in federal funding than other education programs in recent years. Unfortunately, this reduction has come at a time of spiraling costs of books and journals so that many smaller colleges have now had to drop subscriptions to such fundamental, but expensive, reference sources as Chemical Abstracts, the basic indexing and abstracting tool for chemical literature. This has just occurred at a very fine college library in North Georgia where the only title of this important work in any library, public or academic, is held by Berry College. Most college libraries are finding it increasingly difficult to support the $1,900 subscription price per year for even a fundamental title like Chemical Abstracts. As Senator Eagleton observed recently, if zero funding for libraries in FY 1974 is allowed to stand, "it is almost certain that college libraries will have little or no purchasing power, and that the quality of services will decline." For that reason we are especially grateful for Senator Hathaway's technical amendment to the final FY 1973 supplemental appropriations bill which allows extra time for the U.S. Office of Education to obligate an additional $2,857,000 for the HEA Title II program, funds that were duly appropriated by Congress and signed into law by the President last October (PL 92-607), but then withheld by the Administration until it was too late in the fiscal year to obligate them. We are grateful, too, for efforts in Congress to assure that the FY 1974 continuing resolution provides funds for ongoing library programs until final action can be taken on the regular FY 1974 Labor-HEW appropriations bill. We support the provisions of S. 1539 that not less than $90,000,000 be appropriated for ESEA Title II, and not less than $25,000,000 for HEA Title II. We also support setting a floor for the LSCA appropriation, though I think that the proposed $55,000,000 for LSCA is too low and feel that the minimum for this program should be considerably higher.

The figure of $25,000,000 for Title II of the Higher Education Act of 1965 includes Title II-B as well as II-A. Title II-B has been particularly important in assuring the training of administrators and library science teachers at the highest level of graduate study as well as providing for the retraining and updating of librarians who are already serving in the field. I should like to speak to both points, for skilled personnel have never been more needed than in this time of rapid technological and social change.

Title II-B fellowships have been especially helpful in encouraging doctoral study in library science, which, unlike some other fields, has not had and does not have at the present time a sufficient number of people at this level to fill administrative posts in large libraries or large library systems. According to figures recently compiled under the direction of Dr. Russell Bidlack, Dean of the School of Library Science at the University of Michigan, a total of 469 doctorates in library science were awarded from 1931, when the first such degree was granted at the University of Chicago, through December, 1972. Of that number, 190 or 40.5 percent have been awarded since 1968, after the Title II-B fellowships had begun to have an impact. (See attachments D & E).

As is true of some other practitioner disciplines, advanced study in librarianship should occur after a student has been a practicing librarian for several years. This usually means that the individual has acquired family responsibilities in the interim and finds it difficult financially to return to graduate school. Nor is there the incentive of large salaries waiting at the end of this schooling which would make loans a significant influence in the decision to return to school. Many students who have been helped by this program, including one of my former assistant directors at Houston who is now a director at Miami University in Ohio, could not have returned for advanced training without assistance provided by the Title II-B fellowships.

Moreover, in terms of affirmative action programs, it will be even more essential to continue the fellowships. Of the total of 469 doctorates awarded, only 160 were granted to women and only 14 members of minority groups. Fortunately, with the assistance of federal support, that picture is changing. However, if it is declared to be federal policy, as this bill spells out, "to provide to every person an equal opportunity to receive an education of high quality regardless of his race, color, etc.," then we still have a long way to go. Just last week, for instance, a very fine young lady from a minority group, who wants to seek a master's degree at Chapel Hill and whom we want in our program, told me that it would be impossible for her to enroll this fall without tuition aid and some form of subsistence. Since she is a state resident, the tuition sum is relatively modest, but the subsistence, even at a small level, required that we piece together a combination of resources to make it possible for this one student to attend. Yet there have been others in a similar situation, especially those from out of state, for whom we have simply not been able to provide financial aid. If we are serious about securing more black professional librarians and if we are serious about encouraging more women applicants at the highest level of training in library science, then the Title II-B fellowship program must be continued at a higher level than the current appropriation. Since I firmly believe that every citizen should be given an equal opportunity to develop his talents to the limit of his capability, I strongly endorse section 413 of S. 1539 as a declaration of national policy.

Also under Title II-B are institute programs which provide for the training of individuals from other disciplines who can bring their expertise to bear upon library and information problems, and the retraining of experienced librarians in newer areas such as library automation, non-print media, management, and networking. The Association of American Library Schools has made continuing education one of its top priorities for the next decade. The fast pace of change in our society has made some jobs obsolete and the threat of technological obsolescence makes librarians especially conscious of their need for greater subject knowledge, for training in the newer technology, and for learning about the behavioral approaches to the management of large organizations. Such training whether it comes in the form of short courses, workshops, or institutes will enable the practicing librarian to utilize the latest techniques and skills for the benefit of library users, the ultimate beneficiary of all librarian training.

In reviewing S. 1539, I was also pleased to see the emphasis upon both research and evaluation as well as statistics. In the library field fundamental work still needs to be done in determining the changing needs of users, on the assessment and evaluation of current programs, and for development of the computerized networks which now offer so much hope for the sharing of the nation's total library resources. The research and demonstration funds under both HEA Title II-B and Title III of LSCA have already promoted the sharing of library resources through cooperative efforts. Recent budget cuts have imperiled some of these programs. Yet these efforts can rarely be funded from already tight library budgets.

In some ways we already know more about making networks effective than we have the funds to accomplish. One of my former colleagues, Miss Maxine Johnston, in a recent lecture at Texas A&M University, "A Reference Librarian Reflects on Resources Finance Networks," shows how much cooperative library activity is already going on in an informal network called the Texas Information Exchange (TIE). (Attachment F) Miss Johnston notes that the bulk of the requests for interlibrary loans are filled by seven institutions and she raises the question whether or not the public might be better served by a recognition of this fact and public funding of this activity. That, of course, is one of the fundamental questions S. 1539 seeks to answer, and one which LSCA Title III, which has never been adequately funded, was supposed to promote. As a librarian who has been involved in such programs, I am amazed at how much activity like TIE has been stimulated by the modest funds provided under LSCA.

After reflecting upon library cooperation over many years and after having had an opportunity to observe some excellent examples, I have come to the conclusion that it should be a federal responsibility and that its future viability very much depends upon federal assistance. We cannot continue to ask the major academic libraries in this country to carry a heavy interlibrary lending program without some form of federal assistance. As this Committee continues its hearings, I hope that it will re-examine the old Title VIII of the Higher Education Act of 1965, "Networks for Knowledge," which had great promise, but got caught in the budget squeeze at the end of the sixties.

There are two more portions of S. 1539 upon which I wish to comment: (1) the need to improve the statistical operations of the federal government through the establishment of a National Center for Education Statistics under the governance of a highly qualified board, and (2) the need for a national policy on education at the federal level.

In evaluating academic libraries, for example, we are faced with a lack of adequate statistics which seriously hinders our understanding. The NCES publication, Library Statistics of Colleges and Universities; Institutional Data, last appeared in 1971, and its data even then was a year old. Over the past decade this publication, which librarians have found especially useful, has appeared erratically, has been changed often, and gives us far too little consistent data to use as a management tool. Some means must be found to develop a consistent, rational procedure for collecting such important data for the Congress, the library community, and the general public. Collection of relevant statistical data should not be left to the whim of each administration which comes into office. Rather it should be an on-going program with a governing board which can report to Congress regularly on its performance. Nothing is more frustrating than trying to discover the status of a particular problem in the absence of reliable statistics. Therefore I hope the National Center for Educational Statistics will be given a permanent and expanded role in the proposed Education Division.

Closely allied with this lack of adequate statistical data has been the regionalization of the U.S. Office of Education. Regional offices presumably were meant to become a source for the dissemination of information on federal programs and to assist librarians and educators in their respective states to apply for such programs. The results have been far from satisfactory, with some regional offices attempting to influence educational solutions in their regions and few of them being able to provide up-to-date and timely information about library activities. Centralization, of course, is not always a virtue, but the testimony of some librarians has been that it is more difficult to secure information on educational programs from regional offices and that frequently they wind up going to the offices in Washington anyway. For that reason I urge you to give careful consideration to that provision in the bill which limits the functions of the regional offices to dissemination of information and technical assistance.

Like Senator Pell, I think the record of the federal role in education during the decade of the sixties is one of which we can be proud. Yet the changes which occurred in the late sixties and early seventies have raised serious questions about the federal role at all educational levels, including its role in libraries. A fundamental reassessment of policies, funding patterns, programs, and implementation of programs is needed. That reassessment should come from the federal government and leadership in answering policy questions can very appropriately come from this committee of the Senate. The idea of a National Commission on Education Policy Planning and Evaluation is a good one and deserves the most careful study. Whether the proposed composition of the Commission is right or not, I do not know, but most of us who work in libraries would like to see some group address itself in a fundamental way to the determination of national educational policy. The American Library Association stands ready to assist the Committee in these deliberations and will appreciate the opportunity of submitting further testimony on specific points as they are developed.

Thank you, Mr. Chairman, and members of the Committee, for this opportunity to present testimony on behalf of the American Library Association.

* * *

Attachments: A-F

Attachment A

Need for Continuing the ESEA Title II School Library Resources Program

(Based on information supplied by the States in 1972-1973)

RHODE ISLAND Prior to ESEA, school library standards were ignored and the library was an incidental occurrence. ESEA II has made possible innovative programs that could not have been achieved otherwise. The fact that ESEA II guidelines require maintenance of budget has been the feature that has prevented wholesale slashes in school library budgets.

MARYLAND Individualized reading has been introduced into one local educational agency because of ESEA Title II funds; otherwise this would have been impossible. Title II has provided an invaluable resource, one which had not existed previously, for teaching English as a second language and bilingual programs. Bilingual education programs are limited at present in Maryland but are expected to expand in the future.

MASSACHUSETTS In spite of the fact that the school library/media service to Massachusetts schools has doubled since 1965, an equally large task remains ahead of us. Even now over one third of Massachusetts public schools still have no library/media centers. Current statistics indicate an average of fewer than five library books per pupil and fewer than two audiovisual items per pupil in Massachusetts schools.

OHIO The halt of the ESEA Title II program would cut off important progress in developing libraries in the schools and place an additional burden upon the public library. At one time the public library served the elementary schools to a limited extent but the school systems took over this service. While it is proposed to use an educational revenue sharing program to replace this money, there is no assurance that it will get into the school libraries for much needed materials.

COLORADO Approximately 30 percent of the elementary schools, enrolling some 100,000 children still do not have a centralized school library.

NEW YORK New York State is moving toward greater regionalization of educational services. ESEA Title II has had a direct role in the development of regional school library media centers and services. Such centers are designed to provide resources and services which supplement local programs. The loss of ESEA II would severely curtail regional efforts which would provide badly needed services and resources in an efficient and economical manner.

MAINE In public schools the requirement of maintenance of effort as a condition for ESEA Title II grants has required local superintendents faced with budget cuts to look at areas other than the school library for reduction of expenditures.

CALIFORNIA The national goal to eliminate illiteracy has had great support through the ESEA Title II program since the main thrust of Title II has been to provide materials in such variety that even the most reluctant reader would find motivation to read. Elimination of Title II would be a great loss in working toward a vital American goal.

CONNECTICUT If ESEA Title II is eliminated, (1) somewhat over 100,000 youngsters attending private and parochial schools in Connecticut will be denied Title II benefits, and (2) some 670,000 public school youngsters will likewise suffer as a result. Elimination of Title II will completely ruin our current Right to Read in Connecticut program, which is designed to focus directly on children who are handicapped because they are unable to read at an acceptable grade level.

* * *

American Library Association
Washington Office
July 1973

Attachment B

UNIVERSITY of HOUSTON
Cullen Boulevard
Houston, Texas 77004

University Libraries

COPY

December 2, 1971

Dr. S. P. Marland, Jr.
U. S. Commissioner of Education
Office of Education
Department of Health, Education and Welfare
Washington, D. C. 20202

Dear Commissioner Marland:

Thank you for your letter concerning my term on the Advisory Council on College Library Resources. This was an assignment which was accepted with enthusiasm in 1968 and one which I tried diligently to perform, especially during the past two years when I was chairman. The prospect of upgrading weak and inadequate libraries had a strong appeal to me - and still does. At first I think we did this quite successfully.

I must confess, however, that I have been much disturbed by the directives from the Office of Management and Budget to change this program during the past two years. The program has moved away from its basic goal of helping weak libraries who have been struggling with enrollment pressures toward administration objectives which were clearly not the original intent of Congress. As Representative Carl Perkins has recently observed, the provision for basic grants has been flouted under the new guidelines and has resulted in the denial of support to more than two-thirds of the colleges and universities which would otherwise be eligible.

The argument used in the Office of Education has been that $5,000 didn't do any college much good. This argument is specious and could only be made by persons totally unfamiliar with the many junior colleges and church-related senior colleges across the country. For them the $5,000, with its wise matching provision, meant the difference between aiming for adequacy and being content with library mediocrity. I cannot believe that this was the original congressional intent nor do I believe our congressmen intended to leave out these struggling, but deserving, institutions. The aim was to help them help themselves. Having visited many of these college libraries on survey and accreditation teams, I can vouch for the tremendous boost the $5,000 grants gave their college library programs. If these grants had been continued at the same level of appropriations as in 1969, some $25,000,000, within ten years we could have been proud of the improvement in the instructional programs of those colleges. Let me add that it does seem strange to promote a "Right to Read" program and at the same time to reduce expenditures for college library resources from $25,000,000 to $5,000,000.

When you became Commissioner of Education, I read that you seriously questioned the existence of advisory committees in the Office of Education. Constructive criticism of such bodies can be helpful. However, I believe

Dr. S. P. Marland, Jr., Pg. 2

December 2, 1971

that those of us who have served on the Advisory Council on College Library Resources have worked hard and given you our best professional advice under the restraints of the last two years. I might further add that there is not much point to having an advisory council if they are to be told in advance what they shall recommend. This can only lead to frustration when an advisory group must tailor its recommendations to procedures which do not accord with either Congressional intent or its own professional judgment of the best way of fulfilling that intent. The foes of federal aid to education used to tell us that the results would be control at the federal level. For at least the first part of the sixties, they were wrong. It is somewhat ironic that an administration committed to more initiative at the local level should also institute more stringent direction from the Office of Education.

In writing this somewhat lengthy letter I have tried to convey to you how the situation appears to me after three years of service on an advisory committee. Though I do not claim to speak for all of those who have served with me, I think each of them would express similar views. We would like to see Title II-A returned to its original congressional intent and see some active support by the Office of Education in recognizing that college library resources deserve support at the federal level.

Sincerely yours,

(Signed) Edward G. Holley
Director of Libraries

EGH/sr/bp

Attachment C-a

TABLE V - Junior Colleges in Texas

Total Library Expenditures 1965-1966
Compared with Title II Grants, 1967

Institution	Total Library Expenditures 1965-66	Federal Grant Title II-A
Public		
Alvin Junior College	$ 16,283	$ 8,547
Amarillo College	42,432	10,162
Clarendon Junior College	9,238	500
Cooke County Junior College	25,391	9,162
Dallas Junior College	48,723	19,023
Del Mar College	103,025	5,000
Grayson County Junior College	63,100	10,712
Henderson County Junior College	25,849	9,790
Howard County Junior College	29,301	7,666
Kilgore College	47,377	5,000
Laredo Junior College	26,079	5,000
Lee College	72,700	7,961
Navarro Junior College	35,101	None
Odessa College	49,466	12,396
Panola College	10,394	7,331
Paris Junior College	19,659	7,651
Ranger Junior College	7,603	3,478
San Antonio College	179,311	15,450
San Jacinto College	46,328	5,000
South Plains College	28,218	8,511
Temple Junior College	22,769	7,266
Texarkana College	30,881	9,774
Tyler Junior College	54,153	6,348
Victoria College	31,338	None
Weatherford College	18,290	5,571
Wharton County Junior College	34,158	10,295
Totals	$1,077,167	$197,594
Private		
Christopher College	$12,669	$1,000
Christian College, S.W.	16,200	5,000
Dallas Baptist College	37,599	None
Fort Worth Christian	5,772	5,991
Gulf Coast Bible College	8,999	None
Lubbock Christian College	27,411	5,000
South Texas Junior College	119,610	10,991
Southwestern Assemblies of God	16,977	1,843
Southwestern Union	9,694	None
Totals	$254,931	$29,825

From Resources of Texas Libraries, by Edward G. Holley and Donald D. Hendricks, 1968. p. 45.

Attachment C-b

TABLE XII - Senior Colleges in Texas

Total Library Expenditures 1965-66
Compared with Title II Grants 1967

Institution	Total Library Expenditures 1965-66	Federal Grant Title II-A
University of Texas at El Paso	$ 398,953	$ 30,913
University of Texas at Arlington	439,969	42,262
Tarleton State	91,259	12,555
Prairie View A&M	222,660	17,849
Lamar State	380,556	5,000
Texas A&I	217,990	27,611
Texas Southern	205,014	20,515
Midwestern	156,333	21,721
Pan American	113,470	18,251
East Texas State	348,704	5,000
Sam Houston State	357,883	28,895
Southwest Texas State	222,470	49,107
West Texas State	183,008	5,000
Stephen F. Austin	178,616	34,264
Sul Ross State	88,901	5,000
Angelo State	100,000	20,023
Totals	$3,710,786	$343,966
Abilene Christian	$117,996	None
Austin College	123,060	$7,124
East Texas Baptist	49,906	None
Hardin-Simmons	84,161	None
Houston Baptist	63,988	9,082
Howard Payne	41,838	8,169
Huston-Tillotson	30,489	5,000
Incarnate Word	57,607	8,000
Jarvis Christian	60,000	5,000
LeTourneau	51,620	7,087
McMurry College	80,977	6,750
Mary Hardin-Baylor	29,806	5,000
Our Lady of the Lake	55,097	13,347
Sacred Heart Dominican	50,722	None
St. Edward's University	18,982	8,926
St. Mary's University	92,000	6,000
Southwestern University	59,415	None
Texas Lutheran	42,989	17,000
Texas Wesleyan	62,883	12,422
Trinity University	217,460	88,089
University of Corpus Christi	39,808	5,000
University of Dallas	56,974	8,781
University of St. Thomas	43,200	9,053
Wayland Baptist	52,845	None
Wiley College	26,425	None
Totals	$1,610,248	$229,830

From Resources of Texas Libraries, by Edward G. Holley and Donald D. Hendricks, 1968. p. 36.

Attachment D

DOCTORATES GRANTED BY LIBRARY SCHOOLS AFTER 1950																							
	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	TOTALS
University of California											1					1		2	2		5	6	17
Case Western Reserve University									1	2		1	3		4	1	2			6	3	9	32
University of Chicago	3	1		2	1	3	4	6	2	1		2	2		2	1	1	1	1	7	2	3	45
Columbia University				1		1	2	2	1	2	2	2	2		4	5	4	4	8	3	7	8	58
Florida State University																					5	5	10
University of Illinois	1		1	1	2	2	4	2		7	4		2	5	1	6	4	1	6	8	3	6	66
Indiana University																		2	1	2	6	8	19
University of Maryland																						1	1
University of Michigan			1	2	1	5	4	4	2	9	5	5	2	7	5	3	6	1	2	3	5	5	77
University of Minnesota																					2		2
University of Pittsburgh																		2	3	6	11	7	29
Rutgers University											3	1	6	4	2	1	1	2	3	5	3	1	32
University of Southern California																			1	2			3
University of Texas																						1	1
University of Wisconsin																			1		2	6	9
TOTALS	4	1	2	6	4	11	14	14	6	21	15	11	17	16	18	18	18	15	28	42	54	66	401

David H. Eyman, comp. A Checklist of Dissertation Titles for Doctorates Granted by Library Schools through December 1972. 1973.

Attachment E

TABLE 1 - LIBRARY EDUCATION FELLOWSHIP PROGRAM

Academic Year	Institutions	Fellowships			Total	Fiscal Year
		Doctoral	Post-Master's	Master's		
1966/67	24	52	25	62	139	1966
1967/68	38	116	58	327	501	1967
1968/69	51	168	47	494	709	1968
1969/70	56	193	30	379	602	1969
1970/71	48	171	15	200	386	1970
1971/72	19	116	6	—	122	1971
1972/73	14	39	3	—	42	1972

The Bowker Annual of Library & Book Trade Information, 18th ed., 1973, p. 374

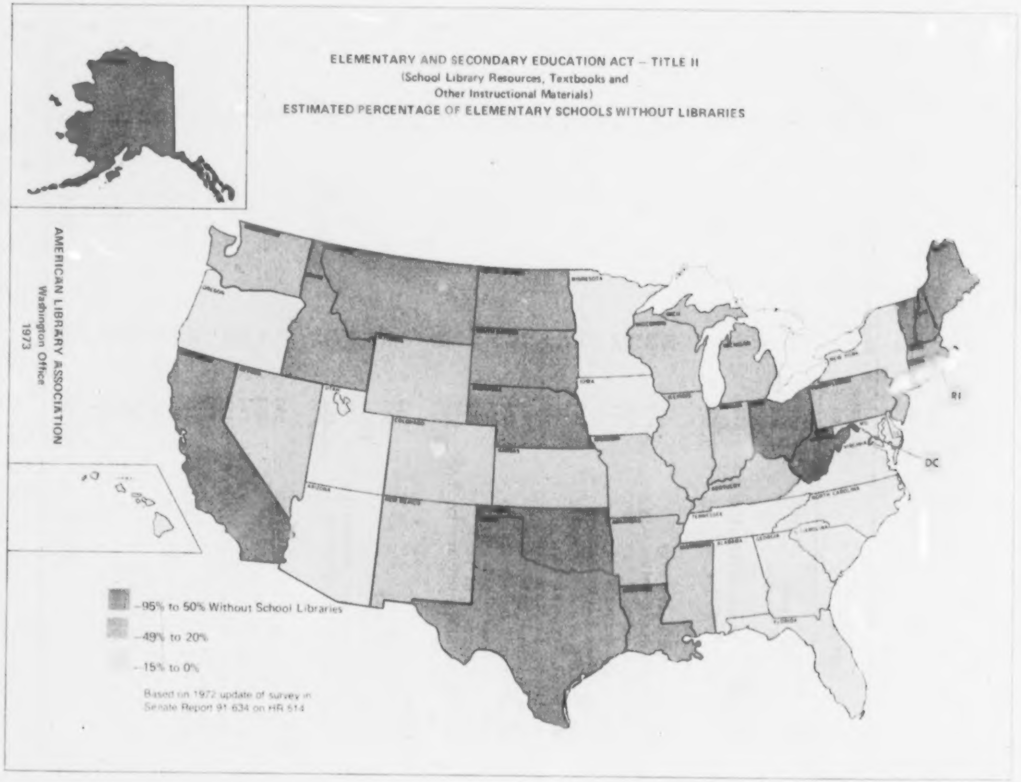
Attachment F

TABLE III
TEXAS INFORMATION EXCHANGE
INTERLIBRARY LOAN TRANSACTIONS
July 1, 1971 - June 30, 1972

Library	Requests Filled	Percentage Filled w/ Orig. Copy	Total No. of Requests	Percentage of Requests Not Filled
Public (except medical)				
University of Texas	3,587	63 percent	5,866	39 percent
University of Houston	1,044	29	3,026	39
Texas Tech University	1,003	57	1,559	49
North Texas State University	874	44	1,750	50
Texas A&M University	837	27	1,356	38
	8,145	44	13,965	43
Angelo State University	5	50	6	17
East Texas State University	159	64	317	50
Lamar University	494	17	674	27
Midwestern University	41	24	74	45
Prairie View A&M University	7	14	12	42
Sam Houston State University	145	36	245	41
Southwest Texas State	40	78	116	66
Stephen F. Austin State	240	38	373	36
Texas Southern University	42	45	60	30
Texas Woman's University	263	27	532	51
Univ. of Texas - Arlington	586	30	1,404	58
Univ. of Texas - El Paso	160	43	293	45
West Texas State University	197	20	346	43
	2,379	33	4,452	46
Private				
Austin College	34	-	53	36
Baylor University	264	26	907	71
Rice University	1,996	51	3,683	46
Southern Methodist University	989	51	1,793	45
Texas Christian University	401	53	728	45
	3,684	49	7,164	51
Medical				
Houston Academy of Medicine	590	6	618	5
L.S.U. Medical Center	603	74	654	8
Rudolph Matas (Tulane)	742	48	805	8
University of New Mexico	155	50	191	19
University of Oklahoma	210	7	241	13
University of Texas - Dental	120	28	123	3
- M.D. Anderson	950	10	1,047	9
- Galveston	401	22	488	18
- San Antonio	502	29	662	24
- Southwestern	800	23	1,365	41
	5,073	26	6,194	18
Total	19,281	42	31,775	39

* * *

Maxine Johnston, A Reference Librarian Reflects on Resources Finance Networks, 1973.
p.13



ELEMENTARY AND SECONDARY EDUCATION ACT – TITLE II
(School Library Resources, Textbooks and
Other Instructional Materials)
ESTIMATED PERCENTAGE OF ELEMENTARY SCHOOLS WITHOUT LIBRARIES

RI
DC
OREGON
MINNESOTA
IOWA
NEW YORK
NORTH CAROLINA
TENNESSEE
▨ –95% to 50% Without School Libraries
▨ –49% to 20%
–15% to 0%

Based on 1972 update of survey in
Senate Report 91-634 on HR 514

AMERICAN LIBRARY ASSOCIATION
Washington Office
1973

SCHOOL LIBRARIES, 1972-73

Today almost all of the nation's secondary schools have libraries, but many elementary schools still do not. Much progress has been made since 1965 when the Elementary and Secondary Education Act was first enacted, but the job of providing all American school children access to adequate library resources is still not done, as the following figures show:

Estimated Percentage of Elementary Schools Without Libraries, 1972

State	Percentage	State	Percentage
Alabama	5	Missouri	48
Alaska	60	Montana	75
Arizona	15	Nebraska	50
Arkansas	35	Nevada [1]	27
California	55	New Hampshire	66
Colorado	30	New Jersey	40
Connecticut	40	New Mexico	22
Delaware	0	New York	5
District of Columbia	0	North Carolina	3
Florida	0	North Dakota	51
Georgia	.001	Ohio	80
Hawaii	13	Oklahoma	68
Idaho	60	Oregon	7
Illinois	20	Pennsylvania	44
Indiana	20	Rhode Island	7
Iowa	8	South Carolina	3
Kansas	43	South Dakota	95
Kentucky	25	Tennessee	2
Louisiana	50	Texas	59
Maine	55	Utah	15
Maryland	11	Vermont	90
Massachusetts	35	Virginia	4
Michigan	30	Washington	20
Minnesota	.014	West Virginia [1]	95
Mississippi	40	Wisconsin	49
		Wyoming	48

---

[1] 1969 estimate latest available

Before Enactment of ESEA

Estimated Percentage of Schools Without Libraries, 1965

Public Schools		Private Schools	
Elementary	69 percent	Elementary	47 percent
Junior High	14 percent	Junior High	5 percent
Senior High	6 percent	Senior High	3 percent

American Library Association
Washington Office
June 1973

AN EVALUATIVE SURVEY REPORT ON ESEA TITLE II: FISCAL YEARS 1966-1968

PART I
ANALYSIS AND INTERPRETATION

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

September 27, 1972

Dear Colleague:

It is my pleasure to transmit to you the attached publication, An Evaluative Survey Report on ESEA Title II: Fiscal Years 1966-68. The report provides benchmark data on the effects that the provision of school library resources, textbooks, and other instructional materials under Title II of the Elementary and Secondary Education Act has had on education in the Nation's public and private elementary and secondary schools.

Although the period covered by the survey is 1966-68, the results are still valid. For example, the data concerning the distribution of materials according to relative need show a weakness in the program still in need of correction. Other data are equally valid and usable.

I hope this information will be of value to you in assessing the impact of this Federal program.

Your continued interest in ESEA Title II is greatly appreciated.

Sincerely yours,

Mary Helen Mahar

Mary Helen Mahar
Education Program Officer

PREFACE

This survey of the title II program under the Elementary and Secondary Education Act covered the first 3 fiscal years of program operation and serves as benchmark data. State departments of education and the staff of large city school districts were involved in the design and conduct of the survey. In addition, professional, technical, and clerical staff in State departments of education and local school districts contributed greatly to the completion of this complex study.

Ilo Remer, Milbrey L. Jones, and Mary Helen Mahar--title II program specialists--compiled the statistical data presented in the tables and wrote the report. For the readers' convenience, the text and tables have been published separately under the general title, An Evaluative Report on ESEA Title II: Fiscal Years 1966-68. This publication contains the text "Part I: Analysis and Interpretation." A set of the survey questionnaires appears in each part as an appendix.

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CHAPTER I

BACKGROUND

Signed into law in April 1965 and funded by Congress the following September, title II of the Elementary and Secondary Education Act (ESEA) became the first program providing direct Federal assistance for the acquisition of school library resources, textbooks, and other instructional materials.[1] During the months before the act was passed, persuasive testimony was presented to the Senate Committee on Labor and Public Welfare and the House Committee on Education and Labor by teachers, librarians, and supervisors of both, as to the growing importance of well-stocked libraries and up-to-date textbooks and related materials. This testimony indicated that research findings showed provision of school libraries to be directly related to academic achievement, to remaining in high school, and to continuing to and in college.

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[1] School library resources are books, periodicals, documents, pamphlets, photographs, reproductions, pictorial or graphic works, musical scores, maps, charts, globes, and sound recordings, including but not limited to those on disc or tape; processed slides, transparencies, films, filmstrips, kinescopes, and videotapes, or any other printed and published or audiovisual materials of a similar nature, made by any method now developed or hereafter to be developed, which are processed and organized for the use of elementary or secondary school children and teachers. Textbooks are books, reusable workbooks, or manuals, whether bound or in looseleaf form, intended for use as a principal source of study material for a given class or group of students, a copy of which is expected to be available for the individual use of each pupil in such class or group. Other instructional materials are the same as those listed as school library resources, but are not processed and organized for the use of elementary or secondary school children and teachers.

The report of the Committee on Education and Labor, March 8, 1965, to the House of Representatives of the 89th Congress[2] justified the need for title II of the Elementary and Secondary Education Act as follows:

> The committee received convincing testimony from educational specialists, both from the field of instruction and library science, as to the growing importance of well-stocked libraries, the services of professional librarians, and up-to-date textbooks and related materials. In an effective program of instruction in all basic courses of academic subjects, good libraries and instructional materials are essential. As one witness stated: "In our research we found that where central libraries are provided in elementary schools with qualified personnel to supervise and direct a program of services, children and teachers alike received a number of benefits otherwise denied them: (1) they had immediate access to a more adequate collection of learning materials both in their classrooms and central libraries... (2) children did more reading and therefore there was less apt to be the significant proportion of nonreaders in schools having central libraries.... (3) greater edu-

---

[2] 89th Congress, 1st Session. House Report No. 143. Elementary and Secondary Education Act of 1965. Report to accompany H.R. 2362. March 8, 1965. pp. 8-9.

cational gain between the fourth and sixth grades was found to be associated with those children having access to a central library with a full-time librarian within their school building."

The committee believes not only that there is widespread lack of library resources, textbooks, and other instructional materials in our elementary and secondary schools but also is convinced of the serious consequences to our educational program in the event there is a failure to fill this need.

As a result of the committee's conviction that the testimony validated a genuine need for instructional materials in elementary and secondary schools, title II became a significant element of the Elementary and Secondary Education Act.

The Program Begins

The passage of title II of the Elementary and Secondary Education Act set the stage for improving the quality of instruction in elementary and secondary schools through increased quantities of instructional materials of high quality. ESEA title II is a State plan program. The State plan is the contract or agreement which the U.S. Office of Education negotiates with a State, outlying area, or other Government department for the operation of a program designed to acquire school library resources, textbooks, and other printed and published instructional materials for the use of public and private elementary and secondary school children and teachers.

Fifty States, the District of Columbia, Guam, Puerto Rico, the Trust Territory of the Pacific Islands, and the Virgin Islands participated in the first year's program under approved plans. A plan was approved in fiscal year 1967 for the administration of the title II program in the elementary and secondary schools for Indians administered by the Department of the Interior. The only eligible applicants not participating in 1967 were American Samoa and the children and teachers in the Department of Defense's overseas dependent schools. American Samoa participated for the first time in fiscal year 1970.

Program Components

The title II program consists of two components--acquisition of materials, and administration. The acquisition program includes the purchase, lease-purchase, or straight lease of school library resources, textbooks, and other instructional materials. It also includes the necessary costs of ordering, processing, and cataloging such materials and delivery of them to the initial place at which they are made available for use. Administration includes those executive, supervisory, and management responsibilities vested in the State agency and necessary to carry out State plans. Amounts for administration and acquisition for the first 4 years of the title II program are shown in table 1. [3]

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[3] Data for tables 1 and 2, referred to in this chapter, are derived from annual reports of State departments of education on the ESEA title II program. Tables have been published separately as Part II: Tables (OE-72-91 - Part II).

The history of the title II program is one of limited use of Federal funds for administration of the program, the greater emphasis being on acquisition of materials for use by children and teachers in instructional programs. Although State administration of the program was not included as a part of the national survey, it is an important component of the program. As the numbers of public and private school children participating in title II during the first 3 years of the program were respectively 38.6 million, 43.6 million, and 47.7 million, it can be determined that administrative costs for this period ranged from 5 to 9 cents per pupil.

State Administration

Data on the number of administrative, supervisory, clerical, and other positions assigned by the 50 States, the District of Columbia, Guam, Puerto Rico, the Trust Territory of the Pacific Islands, and the Virgin Islands to administer ESEA title II programs in State departments of education are shown in table 2. The increase in positions assigned to administer the title II program from [illegible]4 in fiscal year 1966 to 456 in fiscal year 1968 can probably be attributed to an increased effort to provide leadership for the full development of instructional materials services in education. Several States were able to provide school library or media specialists in State departments of education for the first time by virtue of title II. Professional personnel involved in title II have developed programs of service to school administrators, teachers, and school media specialists. In cooperation with State supervisors of instruction, they have served to improve curriculum and instruction, and to strengthen the contribution of instructional materials to teaching and learning.

CHAPTER II

CONDUCT AND SCOPE OF THE EVALUATION

Objectives of the ESEA Title II Survey

This survey of title II of the Elementary and Secondary Education Act was conducted to answer the following questions after an indepth review of the State-plan program:

1. Is the intent of the statute[1] being carried out?
2. Is the program effective in attaining the goals reflected in the statute?
3. Has the maximum statutory authority been exercised in attaining the goals sought?
4. Is a revision of the law necessary?

The intent of the statute for title II was, of course, expressed in general terms in the general objective of the Elementary and Secondary Act of 1965: "To strengthen and improve educational quality and educational opportunities in the Nation's elementary and secondary schools."

The expression in Senat and House reports of the great need for increased quality and quantity of instructional materials for public and private school pupils indicates that Congress intended title II to strengthen and improve instructional resources in schools.

---

[1] Elementary and Secondary Education Act of 1965. Public Law 89-10, 89th Congress, H.R. 2362, April 11, 1965. 32 pp.

The statute included in title II specific provisions by which this intent could be implemented. The survey, therefore, covered the following major aspects of the law:

1. Equitability of the distribution of materials to children and teachers in public and private schools;
2. Implementation of the requirements to distribute materials on the basis of relative need;
3. Maintenance and increase of State and local levels of financial support for instructional materials;
4. Availability of materials;
5. Selection of materials;
6. Standards for materials.

In addition, the need for assessing the effect of the title II program on teaching methods, learning, and achievement was expressed by State department of education personnel and other members of the educational community.

Preliminary Planning for ESEA Title II Evaluation Objectives and Surveys

It was decided to enlist the cooperation of State departments of education and specialists in evaluation in designing strategies for the review of the program.

A small exploratory conference was held by the U. S. Office of Education, July 31-August 4, 1967. Conference participants determined the areas, methods, and objectives of evaluation of the ESEA title II program. The areas recommended were:

1. An evaluative title II survey, national in scope, of which this publication is the report;
2. Case studies of schools with title II special-purpose grants, published in 1969[2];
3. Case studies of new elementary school libraries developed with title II and other Federal funds in inner-city schools, also published in 1969[3].

The objectives developed by the conferees for this three-part program of evaluation were:

Major broad objectives

1. To determine the effect of increased instructional materials on the improvement of instruction;
2. To determine the effect of increased instructional materials on pupils.

Specific objectives

1. To assess changes in pupil use of instructional materials, learning skills, and attitudes;
2. To ascertain changing methods of utilization of materials by teachers;
3. To determine whether increased instructional materials have helped teachers to improve their teaching;
4. To find out whether increased instructional materials have contributed to the introduction of newer methodology and curriculum changes in instructional programs;
5. To investigate whether increased instructional materials have affected

---

[2] Emphasis on Excellence in School Media Programs. Descriptive Case Studies of Special-Purpose Grant Programs. Title II, Elementary and Secondary Education Act of 1965. Washington, D.C., U.S. Department of Health, Education, and Welfare, Office of Education, May 1969. 227 pp.

[3] Descriptive Case Studies of Nine Elementary School Media Centers in Three Inner Cities. Title II, Elementary and Secondary Education Act of 1965. Washington, D.C., U.S. Department of Health, Education, and Welfare, Office of Education, 1969. 200 pp.

a. The programs of service of media centers;

b. The provision of professional, clerical, and technical media staff;

c. The physical environment of the media center.

The conferees also recommended the development of instruments for the collection of data, with a subsequent conference for the purpose of obtaining understanding of and agreement on the instruments and their uses.

Therefore, following the August 1967 conference, draft instruments for the three studies were developed by Office of Education staff. In February 1968, a conference of ESEA title II coordinators, State school media specialists, representatives of concerned professional organizations, and representatives from institutions of higher education was held.

The purposes of this conference were:

1. To gain acceptance for a national plan of evaluation;
2. To achieve consensus on the evaluative instruments;
3. To obtain cooperation in the actual work of evaluation.

After consideration of the recommendations made at the conference, the instruments were revised and steps for implementing the evaluation were begun. The surveys of special-purpose grant schools and schools which had no libraries prior to the ESEA title II program were conducted as case studies by Office of Education staff and consultants from the field.

When a draft instrument had been developed, four regional conferences were held in July 1968 by Office of Education staff with representatives of State departments of education and selected local education agencies, particularly very large school districts. The purposes of these conferences were:

1. To review the draft instrument and obtain suggestions for final changes;
2. To explain the survey design;
3. To enlist cooperation in the conduct of the survey.

Method of Survey

Following these conferences, the survey was conducted during 1968. The data were collected by means of an instrument, refined during the conferences, consisting of five forms sent to a sample of public school districts in the United States: (1) school district questionnaire, including (2) a public school and (3) a private school supplement, (4) a school principal questionnaire; and (5) a school media personnel questionnaire (see forms in Appendix). State departments of education cooperated with the U. S. Office of Education in the distribution of the forms and the collection of the data. The private school supplement was completed by the public agency responsible for administering the ESEA title II program to children and teachers in private schools. The questionnaire for school media personnel was completed by the public school media specialist or another person responsible for activities related to instructional materials. Definitions of terms used in the forms were provided with each questionnaire.

The Sample

There were 482 school districts in the sample, stratified by enrollment size as shown in Table A. Table B shows the sample design for individual public schools.

Table A.--Sample design for school districts

Enrollment size of districts (1)	Universe (2)	Sample (3)	Inflation factor (4)
Total......	11,849	482	---
25,000 and more.	169	163	1.06
5,000-24,999....	1,595	159	10.71
300-4,999.......	10,083	160	61.80

Table B.--Sample design for public schools

Educational level and enrollment size of districts (1)	Universe of schools within the sample districts (2)	Sample schools (3)	Inflation factor (4)
Total	16,954	1,996	---
Elementary....	12,797	1,291	---
Secondary.....	4,157	705	---
25,000 and over....	14,156	664	---
Elementary......	10,771	442	26.93
Secondary.......	3,385	222	17.23
5,000-24,999.......	2,256	790	---
Elementary......	1,685	508	41.37
Secondary.......	571	282	23.90
300-4,999..........	542	542	---
Elementary......	341	341	76.70
Secondary.......	201	201	63.21

The samples were drawn from districts within the 48 contiguous States and the District of Columbia which had participated in the ESEA title II program during one or more fiscal years--1966, 1967, 1968. Within the districts, 1,291 elementary and 705 secondary schools were selected by a random sampling procedure. The response rate for the school districts was 93.2 percent of those sampled. Of the elementary schools selected, 90.7 percent responded, and 87.7 percent of the secondary schools in the sample returned completed questionnaires. Data on private schools were obtained by each school district in the sample completing the form "Private School Supplement."

Scope

For each year of the title II program, State departments of education have provided aggregate data on participants, materials, expenditures, and other pertinent facets of the program, and these data have been published in annual reports for fiscal years 1966, 1967, and 1968. This evaluative report, however, is derived almost entirely from data obtained directly from local school districts.

The survey collected information on those factors of the program which were of greatest significance for the assessment of title II in local situations. Those factors included patterns of distribution of title II funds to public and private school personnel, the purposes for which local school districts and schools utilized the funds, and the impact of the title II program on pupils and teachers and on the administration of instructional materials.

The survey also ascertained to what degree schools were reaching standards of materials, and identified some needs in materials provision not yet met by the program.

In essence, the survey ascertained:

1. The numbers of participants and nonparticipants from the public and private sectors, and reasons for nonparticipation;
2. The relative need factors which local school districts employed to distribute materials to the children and teachers in the public and private schools within district boundaries;
3. Average per pupil expenditure of title II funds in general, and per pupil expenditures categorized by minority and socioeconomic composition of school enrollments; comparison of expenditures from title II with expenditures from other Federal programs and from State and local funds, for instructional materials;
4. Level of attainment toward meeting standards for materials in local schools, and extent of need to achieve standards;
5. Practices in the selection of materials, and roles of school media personnel and teachers in the selection process;
6. Impact of title II on the types and quality of instructional resources made available in schools, and highest priority needs for types of materials;
7. Impact of title II on media services and personnel in individual schools and school districts, and on the organization and accessibility of materials;
8. Impact of title II on pupil and teacher use of instructional materials.

This report describes the degree to which the ESEA title II program, 1966-1968, attained the goals of the statute and objectives delineated by members of the educational community. Data in the report show that maximum statutory authority has been exercised both in State administration and in the expenditures of funds for instructional materials for the use of public and private school children and teachers. There are some indications that broadening the legislation to include provisions such as media personnel, and tightening the implementation of such statutory requirements as relative need, would make the program more effective in attaining the goals.

CHAPTER III

PROGRAM PARTICIPATION

Participation of Public School Children and Teachers

In the 1965-66 school year, 82.6 percent of the 39.8 million eligible public elementary and secondary school children participated in the ESEA title II program. In the next 2 fiscal years the number of eligible children increased, and so the percentage of those who participated in the program. By the 1967-68 school year, nearly 95 percent of the 42.1 million eligible students were participating (table 3).

While there is no noticeable relationship between enrollment size of school districts and title II participation in the last 2 years, in 1965-66 the proportion of participating children enrolled in schools in smaller school districts was significantly lower than in other enrollment categories. The nearly 40 million public school children who participated in 1967-68 were enrolled in 93 percent of the 79,629 public schools in which children and teachers were eligible to receive title II benefits (table 4).

In 1967-68, 1.7 million public school instructional personnel participated in the title II program. This number represents an increase of almost 26 percent over the 1965-66 figure (table 5).

Participation of Private School Children and Teachers

A decreasing number of private elementary school pupils participated in the title II program in the 3 fiscal years under consideration (table 6). In the private secondary schools, however, the trend was reversed. Yet the proportion of elementary school pupils participating (out of those eligible) is greater in each year than the proportion of participating secondary school pupils. About 94 percent of eligible private school children benefited from the title II program in 1967-68 as against 92.8 percent the preceding year, and 93.5 the year before. The 5.5 million private school pupils who participated in title II in 1967-68 were enrolled in 87.2 percent of the 17,063 private schools in which pupils and teachers were eligible to receive title II benefits; this compares with 85.4 percent in 1966-67 and 80.1 percent in 1965-1966 (table 7).

In 1967-68, 204,846 private school instructional personnel participated in the title II program, an increase of 9 percent over 1965-66 (table 8).

Nonparticipation

Only in the first year of the program were significant numbers of eligible children not served because of State plan provisions or on the basis of relative need. This is probably so because in that first year, many of those schools did not have sufficient lead time to develop applications. As is apparent in tables 9 and 10, the number of nonparticipating schools decreased in each successive year of the title II program, except elementary schools in larger districts (those with enrollments of 25,000 or more). Relatively few public schools failed to participate because of inability to meet State plan requirements or on the basis of the relative need of their children and teachers for materials.

Reasons for nonparticipation of children and teachers in private elementary and secondary schools in 1967-68 (table 11) followed the same general patterns. Reasons supplied for failure of both public and private school officials to submit applications for materials were:

- Lack of personnel to complete the paperwork required;
- Small amounts of materials allocated for the use of their children and teachers not worth the effort of applying;
- Disinclination to accept Federal aid;
- Noncompliance with title VI of the Civil Rights Act of 1964.

CHAPTER IV

RELATIVE NEED

The relative need requirement in title II is significant. Because of the relative need requirement, several million children who had been without school library resources were provided them for the first time after the enactment of title II. Regulations provide for the distribution of the title II materials to children and teachers participating in the program on the basis of their relative need for school library resources, textbooks, and other instructional materials already available to them measured against qualitative and quantitative standards, and in relation to the materials available to children in most favored schools.

State departments of education administering the title II program collect data by surveys of schools and school districts to determine the quantity and quality of materials currently available. In seeking to establish relative need, they also rely on the judgment of experienced supervisory personnel concerning other factors in educational programs important in the identification of need for instructional materials.

Relative Need Factors Applied by States

State departments of education use varying criteria for relative need. These have included factors listed in the Regulations: requirements of elementary and secondary instruction, quality and quantity of materials available, requirements of children and teachers in special or exemplary instructional programs, cultural or linguistic needs of children and teachers, degree of economic need, and degree of current and previous financial effort for providing instructional materials in relation to ability.

Title II State plans set forth the relative need factors used in allocating the school library resources, textbooks, and other instructional materials made available under the program. During the first year of operation of the program some States experienced problems in determining precise criteria for relative need because of lack of data on existing instructional materials in schools and lack of time to collect and analyze such data and to develop or revise standards. These difficulties account for the large number of States using a per pupil basis, various equalization formulas, and other economic considerations as major indexes of relative need. The revisions of State plan provisions made during 1967-68 included to a much greater extent such factors as local effort for instructional materials in relation to financial ability, quantity of materials available in schools compared with standards, special needs of pupils, and numbers of pupils in low-income families.

Relative Need Factors Applied in Districts

Using State department of education guidelines, local school districts exercise discretion in the placement of resources where the needs are greatest.

For purposes of this study, the larger number of relative need factors frequently used by the States for allocating title II funds to school districts were merged into eight inclusive factors. Districts were asked to rank the three most important used in 1965-66 and 1967-68 as a basis for making title II resources available to children and teachers in public elementary and secondary schools (tables 12-17).

The data thus collected show important shifts, but it is necessary to understand their scope and their limitations. In each category of materials (i.e., school library resources, textbooks, other instructional materials), the factors applied to elementary schools differed from those for secondary schools. It is thus evident that the individual needs for materials at each grade level were taken into account. On the other hand, in most instances in this application of relative need in the districts, only a per pupil basis was used at each level and no consideration was given to possible differentiation from school to school. This use of a per pupil allocation might be justified on the ground that all children in the school districts had unmet needs for instructional materials.

Allocating School Library Resources in School Districts

There is a marked similarity in the importance assigned in 1965-66 to "per pupil basis" and "other" as factors for distributing school library resources in elementary and secondary schools (tables 12 and 13). "Other" included economic considerations, basic minimum grants per district or school, priority for elementary schools, and value judgments of school personnel.

By 1967-68, however, emphasis in secondary schools had shifted to "curriculum need," "per pupil basis," and "need for basic collection for new media center," in that order. In elementary schools in 1967-68, "per pupil" remained highest overall, but "curriculum needs" rose significantly from 0 to third place.

The high priority assigned by school media personnel to the need for "library books for basic collections" in elementary schools (table 46) was not among the factors used by local school administrators for determining distribution. "Need for basic collection for new media center" was not reported at all as a factor at elementary and secondary school levels in 1965-66, and was mentioned only a few times for 1967-68. "Need for basic collection for new media center" was rated third in importance, however, for secondary schools in 1967-68. In all probability, the reason for this was the need for the addition of audiovisual materials to already existing media centers to form an integrated collection of print and nonprint materials.

Allocating Textbooks

The relative need factors used for allocating textbooks in public elementary and secondary schools in 1965-66 reflect major stress placed on "per pupil basis" (tables 14 and 15). "Special needs of pupils" was employed to a significant degree for elementary and secondary schools in the first year of the program; and for secondary schools, "quantity of materials available in school" was a significant factor the first year.

"Per pupil basis" continued to be dominant for elementary schools in 1967-68, but for secondary schools that factor was replaced by "curriculum needs" as the one most often reported. In both elementary and secondary schools in that year, "need for basic collection for new media center" was applied a number of times in allocating textbooks.

In schools with inadequate instructional materials, reliance is placed on the use of basic textbooks as the primary source of study materials; therefore, the use of "need for basic collection for new media center" may indicate a lack of both textbooks and media center materials.

Allocating Other Instructional Materials

In 1965-66, "per pupil basis" was again the most frequently cited factor for allocation of "other instructional materials" in both elementary and secondary schools (tables 16 and 17). "Curriculum needs" was reported a significant number of times for secondary schools; for elementary schools, "special needs of pupils" took higher precedence. In contrast, "special needs of pupils" was not reported at all in secondary schools.

Significant changes in emphasis can be noted by 1967-68, when the "need for basic collection for new media center" became the most frequently cited factor at both levels. Since a major part of the expenditures in the "other instructional materials" category was devoted to audiovisual materials, the "need for basic collection for new media center" indicates large deficiencies in quantities of nonprint materials in reporting districts.

Allocating School Library Resources, Textbooks, and Other Instructional Materials in Private Schools

Agencies assigned responsibility for making allocations of school library resources, textbooks, and other instructional materials for the use of children and teachers in private elementary and secondary schools were asked to rank the three relative need factors given most importance in 1967-68. In most cases, the agency was the local school district.

Although "per pupil basis" had overall highest ranking in allocating school library resources and was frequently reported for textbooks as well, "special needs of pupils," "amount of materials now available in school," and "curriculum needs" were also considered significant for both textbooks and other instructional materials (table 18).

Other Evidences of Application of Relative Need

The operation of the relative need factor is evident in the number of children participating in the title II program in certain States and in the priorities given varying types of materials and grade levels. In Kansas, for example, only a very small number of secondary school pupils participated in the program in two fiscal years because title II funds were used so extensively to provide school library resources critically needed for elementary school pupils.1/

The operation of the relative need factor among the three categories of materials has caused emphasis to be placed on school library resources in response to the priority of need established in State and local education agencies. Of the $243.5 million expended for school library resources, $112.2 million or 46 percent was used for elementary school library books, reflecting the acute need for these materials as well as the larger number of elementary school pupils who participated in the program.

1/ Data in this section are derived from State department of education reports.

Relative need for audiovisual materials is reflected in the increase each year in the amount spent for them--from $19.4 million in fiscal year 1966 to $24.5 million in fiscal year 1968.

The relative need factor concerned with the requirements of children and teachers in special or exemplary instructional programs has been implemented in some States through special-purpose grants under title II. The special-purpose grants have been used to demonstrate superior media programs and to provide specialized materials needed in school programs of innovative curricular and instructional techniques. About 1,000 special-purpose grants were funded in the years 1966-68, with expenditures for the materials acquired totaling about $21 million.

CHAPTER V

STANDARDS AND THE ESEA TITLE II PROGRAM

One of the requirements for State participation in the ESEA title II program is the development, revision, dissemination, and evaluation of standards for school library resources, textbooks, and other instructional materials. A U.S. Office of Education survey published in 1964 had reported that three States--Alaska, Massachusetts, and Utah--and the Virgin Islands lacked school library standards for elementary and secondary schools.[1] Criteria for selection of textbooks are employed by many States; however, the number of States with standards for textbooks is not known.

The purpose of standards in the title II program is to establish quantitative and qualitative measures to set new or revised levels in requirements for materials. These set minimum levels below which no instructional program can be effective and stimulate efforts to go beyond minimum standards toward excellence in educational opportunity. Standards have been used in the title II program to determine the relative need of school children for school library resources, textbooks, and other instructional materials, and to establish relative need formulas for the distribution of materials.

In this survey, State and national standards for school library resources were used in one item on the School Media Personnel Questionnaire as a base to assess the quantity and quality of materials available prior to 1965, and the effect of the ESEA title II program in increasing the quantity and quality of these materials. Continuous analysis of materials available and the application of standards provide bases for identifying additional needs.

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[1] Darling, Richard L. Survey of School Library Standards. Washington, D.C., U.S. Department of Health, Education, and Welfare. 1964. p. 175.

For example, if the 1960 national standard for printed and audiovisual school library materials of $13 per pupil had been met for the 43.6 million pupils participating in ESEA title II in fiscal year 1967, more than $566 million would have been needed. Title II contributed $83.8 million for books and audiovisual materials, or $1.92 per pupil. State and local funds contributed a total of $153 million or $3.43 per pupil. The gap in expenditures for instructional materials in fiscal year 1967 was therefore some $330 million.

In 1965, when the title II program became operative, a large majority of school districts owned fewer than 11 items of instructional materials (books, audiovisual, and other printed and published instructional materials) per pupil. As may be seen from table 34, by 1968, with the aid of title II, these collections were supplemented with up to five trade books per pupil, up to five audiovisual items per pupil, and up to five periodical or newspaper subscriptions. In a very few districts where fewer than six items of instructional materials per pupil were owned in 1965, six to 10 trade books were made available under title II in addition to the other items. These data indicate some effort to place materials acquired with title II funds in districts with smaller quantities of materials; however, the high percent of districts with fewer than 11 items per pupil in 1965 and the relatively small number of items provided under title II indicate that a generally acute need for materials continues to exist in nearly all districts.

Separate analyses were made of title II acquisitions in schools with enrollments of children from minority groups. What can be ascertained from the tables in this group (35 and 36) is that the schools provided little more than one library book, and somewhat less than one audiovisual item per pupil, 1965-1968, regardless of racial or ethnic background of the pupils.

School Levels and Standards

In June 1968, a larger proportion of secondary schools met both State and American Library Association[2/] quantitative standards than did elementary schools (tables 37 and 38). This is undoubtedly accounted for by the fact that secondary school accreditation standards have for some time included quantitative levels for library materials, while elementary school accreditation is a more recent development.

Size of school (by enrollment) does not appear to have been a factor in determining the proportion of schools meeting quantitative standards (either State or ALA). State standards were lower than ALA, and higher proportion of reporting schools met State standards than

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[2/] American Association of School Librarians. Standards for School Library Programs. Chicago, American Library Association, 1960.

did ALA level in four components: numbers of library books, audiovisual materials, and periodicals; and annual per pupil expenditure for books and audiovisual materials.

More than 50 percent of elementary and between 23 and 54 percent of secondary schools failed to meet State standards in one or more of the four components. For American Library Association standards, the proportion of schools varied from 45.1 percent not meeting the standard for annual per pupil expenditure to 95.2 percent not meeting the standard for number of periodicals. About 68 percent of elementary schools in districts enrolling 25,000 pupils and over did not meet State standards for number of audiovisual items; almost 90 percent of elementary schools of this size did not meet American Library Association quantitative standards for audiovisual materials (table 38).

CHAPTER VI

EXPENDITURES FOR INSTRUCTIONAL MATERIALS

Enrollment Size of School Districts and Average Per Pupil Expenditures Under ESEA Title II, 1967-1968

The per pupil expenditure from ESEA title II in 1967-1968 ranged from 0 in 124 of the smallest districts (those with enrollments under 1,200) to more than $7.00 per pupil in 62 school districts enrolling 1,200-2,999 pupils. It is interesting to note that while more than 300 of the smaller districts spent more than $4 per pupil, no district of over 12,000 pupils, and only 343 out of 10,639 districts of any size, spent more than $3.50 per pupil (table 19).

School District Per Pupil Expenditures from ESEA Title II for Public and Private School Pupils, 1967-1968

More than 80 percent of all school districts spent $1.01-$3 in ESEA title II funds per public school pupil. Of the districts providing materials for private school pupils under ESEA title II, about 82 percent were spending $1.01-$3 per private school pupil as well (table 20).

Statistical reports from State departments of education providing information on ESEA title II expenditures for public and private school pupils indicate that instructional materials provided under title II are being distributed to private school children on an equitable basis (tables 20 and 21).

School District Per Pupil Expenditures by Minority Group Enrollment, 1967-1968

The data on school district per pupil expenditure under ESEA title II, 1967-1968, were studied in relation to the percentage of minority group pupils including Negroes, Orientals, and Spanish-surnamed children of Cuban, Mexican, Puerto Rican, Spanish, and Latin American descent enrolled in participating districts (tables 22A-22G). These data are somewhat more significant in relation to Negro pupils than to other minority groups because of the relatively small number of the others in elementary and secondary schools. There were Oriental children, for example, in only about 12 percent of the districts included in the survey (table 22B).

Of the school districts in the survey with 0-10 percent Negro enrollments, 4 percent spent more than $4 per pupil from title II funds while of the districts with 11-50 percent Negro enrollment, only 0.7 percent spent this amount. Of districts with more than half Negro enrollment, not one spent more than $3 per pupil.

Some districts with no minority group enrollment other than Negro spent $4.01-$7 or more per pupil from title II funds in 1967-68. In districts with minority group enrollments other than Negro, however, per pupil expenditure from title II funds in no instance exceeded $4 and in the great majority of districts did not exceed $3.50 (tables 22A-22G).

School District Per Pupil Expenditures from ESEA Title II by Socioeconomic Groups, 1967-68

A very large majority of the school districts of the survey had some children of families in the professional, technical, managerial, and white collar worker categories (table 23D). The largest number of districts spending more than $7.01 per pupil was in the category with

10 percent or fewer of children from professional families (table 23D, column 4), although many more districts in this group spent from $1-$3.50. There is nevertheless some indication that relative need formulas based on economic need were operative here, since districts with a low percentage of children of professional, technical, managerial, and white collar workers tended to receive more title II funds than those with a higher percentage of children from this economic level.

The expenditures of most nonrural districts with pupils from lower income levels fell largely within the $1-$3 range, although there were some instances where the expenditure went as high as $7 per pupil (tables 23A, C, F). The districts with children of agricultural workers reported their table II expenditures within the $1-$3.50 bracket (table 23E). Relatively few districts reported large numbers of farm migrant children (table 23B).

Only 17.6 percent of the districts reported concentrations of welfare children above 10 percent. The pattern of title II expenditures among the 7,713 districts having up to 10 percent welfare children among their enrollments is somewhat more erratic then these with numbers of lower income level pupils, or even rural and migrant children. Most of the expenditures fell within the $1-$2.50 range, but there were some expenditures of over $7 per pupil.

Expenditures for Materials With Funds From All Sources, 1965-1968

Since title II is to supplement funds from State and local sources and not to supplant them, the expenditure pattern of funds from these sources is significant. For example, 79 percent of the more than 10,000 districts reporting showed title II expenditures in the $1-$2.50 span. State and local outlay in fewer than half the districts ranged from $0-$5 and from $5.01 to more than $15 in 56 percent of the districts (table 24). There were 250 districts (2.3 percent) showing no State or local expenditures (table 27). Expenditure data on table 24 point up the fact that "degree of economic need" used frequently by State departments of education as a relative need factor does not reflect precisely enough amounts spent from State and local sources for instructional materials. Therefore, as shown in table 24, school districts which spent rather low amounts from State and local sources for instructional materials did not receive relatively higher amounts from ESEA title II.

School library materials are also acquired with Federal funds other than those under title II. The chief sources of such moneys are ESEA title I and NDEA title III; the interrelationships may be seen in tables 25 and 26. Some 2,800 districts (26.6 percent of those reporting) indicated no use of other Federal funds for school library acquisitions in 1967-68 (table 26).

Analysis of these reports indicates that recognition of continuing and widespread need for instructional materials induced school districts to use funds from all sources at a relatively low per pupil rate. For example, the thousand school districts receiving $1.51-$2 per pupil from other Federal sources (table 26), in most cases, spent $0.51-$3 from ESEA title II; only 73 districts went over $3. About 1 percent--127 districts--bought no instructional materials with funds from any source (tables 26-28). The varying amounts of title II funds allocated in each expenditure category of State and local funds and other Federal sources, however, demonstrate that the distribution of title II funds was not based solely on financial criteria.

State and Local Efforts

The data collected in this survey provide clear evidence that ESEA title II programs stimulated State and local support for instructional materials in elementary and secondary schools. In 1964-1965, before title II, nearly 17 percent of the school districts were spending $6-$12 per pupil for all school library resources and other instructional materials. After enactment of ESEA in April 1965, the proportion of school districts spending $6-$12 amounts rose to more than 26 percent in 1967-68 (tables 31A and 31B). The proportion spending more than $12 per pupil for these materials went up from 20.5 percent in 1964-65 to 27.3 percent in 1967-68. At the same time, the number of districts that in the earlier period had spent $0-$2 fell from 2,383 to 1,384. The number spending more than $14 per pupil rose from 1,455 to 2,425. But there was no consistent pattern of change between expenditures in 1964-65 and 1967-68 (table 31A).

Outlays for textbooks showed a different picture (table 31B). The number of districts that spent less than $6 per pupil fell from 7,231 in 1964-65 to 6,328 in 1967-68. The number spending between $6 and $14 per pupil rose from 3,062 in the earlier period to 4,107 in the later. The number of districts which spent more than $14 dropped from 531 in 1964-65 to 389 in 1967-68. School districts spending very large amounts for the types of media included in the school library resources and other instructional materials tended to spend less for textbooks. It is probably true that teachers in these districts relied less on textbooks and more on other printed and audiovisual materials as a source for study information.

National Standards and Recommended Expenditures

In 1960, the American Library Association (ALA) published Standards for School Library Programs, developed by the American Association of School Librarians. It included, for example, a level of $4-$6 per pupil annual expenditure for library books in schools having 250 or more pupils, and $2-$6 for audiovisual materials. For printed materials other than library books, professional opinion provides an estimate of $1 per pupil and for textbooks, $12. Listed below are these amounts:

Books	$6 per pupil
Audiovisual materials	$6 per pupil
Textbooks	$12 per pupil
Other	$1 per pupil
Total	$25 per pupil

As we saw in table 27, more than half the reporting districts (5,758 out of 10,828) spent from $5 to over $20 per pupil for instructional materials out of State and local funds in 1965-1968. (Of these, 10 percent exceeded $20.) By 1967-1968, title II had enabled districts to add an average of $2.50 to this per pupil outlay.

This meant, nevertheless, that relatively few of the districts met the 1960 national standard for school library resources and audiovisual materials plus desirable expenditures for textbooks (aggregating $25 per pupil). Only about 11 percent could be construed as being within reach of the suggested level. Even when all funding sources were totaled, about 85 percent of the districts failed to meet this standard.

Proportion of Funds From All Sources Used for Instructional Materials

Of the 10,824 reporting school districts fewer than one-fourth of one percent spent more than 10 percent of their total budgets from all sources for instructional materials other than textbooks in either period under consideration-- 1964-1965 or 1967-1968. In the case of textbooks, fewer than 1.5 percent spent more than $10 in the earlier period; in the later period, it was fewer than 1 percent.

The greatest number of districts-- 10,126 in 1964-1965 and 9,853 in 1967-1968-- reported spending 2.5 percent or less of their total resources for textbooks; for other instructional materials, 10,616 spent up to $5 in the first period, and 10,646 went that high in the second period.

(There had been no standard recommended by anyone at that time for a desirable proportion of school budget to be spent for instructional materials.) It was not until 1969 that any valid comprehensive figure was attempted. In that year, the American Association of School Librarians and the Department of Audiovisual Instruction (DAVI) of the National Education Association (NEA) in cooperation with 28 other organizations, produced Standards for School Media Programs.[1] This suggested that "to maintain an up-to-date collection of materials" in a school media center "not less than 6 percent of the national average for per pupil operational cost" should be spent per pupil per year. NEA's Estimates of School Statistics (published annually) reported that in 1967-1968 the national average per pupil expenditure was $612. For 1967-1968, then, the 6 percent suggested minimum outlay per pupil for instructional materials should have been nearly $37. (Only about one percent of the reporting school districts were in the 6-percent range.)

Estimates of Needs for Instructional Materials

To provide adequate quantities of school library resources, textbooks, and other instructional materials, a majority of school districts (65 percent) indicated needs ranging up to an additional $7.00 per pupil; the remaining districts noted needs from $7.01 to more than $30.00 per pupil. Nearly 61 percent of school districts reported need for additional textbook expenditures up to $3.00. (Fewer than 7 percent of school districts reported need for more textbook expenditures above $11.00 per pupil.) The very modest need reported for funds for "other instructional materials" may be accounted for by the growth in the number of centralized school media centers and the fact that this category is excluded from title II eligibility in 23 States.

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[1] American Association of School Librarians and the Department of Audiovisual Instruction of the National Education Association. Standards for School Media Programs. Chicago and Washington, American Library Association and National Education Association, 1969. p. 35.

CHAPTER VII

SELECTION OF MATERIALS PURCHASED WITH TITLE II FUNDS

Selection Practices

Criteria for the selection of materials eligible in the title II program are set forth in the State plans submitted to the U.S. Office of Education, and State or local public agencies have ultimate responsibility for selection. The criteria are designed to ensure that materials are of high quality, contribute substantially to instructional programs, and meet the varying needs of pupils and teachers. Policies that shape the selection of materials purchased under ESEA title II have varied to some extent; however, more than 64 percent of the schools surveyed reported use of standard selection tools and/or reviewing media and professional bibliographies, with teacher and curriculum personnel involvement (table 39). More than half the schools reported that they were able to review materials before ordering; the small proportion of schools selecting materials exclusively from approved State or district lists reflects the decline of this practice.

Fewer than 4 percent of schools reported following none of the common practices--use of approved State or district lists, standard selection tools and/or reviewing media, professional bibliographies, review of material before ordering, selection by teachers and other instructional personnel--in selecting textbooks and other instructional materials.

Selection Role of Media Personnel and Teachers

The involvement of school media personnel in selection of library resources purchased with title II funds was substantial (table 40). In only about 3 percent of the secondary and 6 percent of the elementary schools did they have no role or play a minor role in the selection process. Media staff in 12,168 secondary schools helped develop a collection of materials for the school media center exclusively; they worked with their counterparts in school districts in developing a collection for the district as a whole in 5,904 schools. Comparable figures for elementary schools are 19,517 and 18,706. Six percent of the media staff in elementary and 3 percent in secondary schools still played a minor role or no role at all in selection. Methods of administering other instructional materials, which are usually classroom collections, varied from school to school; however, table 40 indicates that in a limited number of schools, media staff bore some responsibility for the selection of these materials.

Classroom teachers, too, had a substantial share in the selection of library resources for the local school media center in 34,645 elementary and 15,965 secondary schools, and suggestions for developing collections of materials for the district as a whole were made by teachers in 23,309 schools. In 34,404 schools--proportionally more in secondary than in elementary--teachers systematically reviewed and examined library resources in order to evaluate them before purchase (table 41). In comparison, however, few of the schools reported the teacher role in choosing printed and audiovisual materials not circulated from the media center. It is significant that in 1,748 schools, teachers had no role or only a minor role in choosing textbooks.

CHAPTER VIII

CHANGES IN MATERIALS INFLUENCED BY TITLE II AND PRIORITY NEEDS FOR MATERIALS

Types of Materials Provided for the First Time Under ESEA Title II

Various kinds of instructional materials which were not available to many elementary and secondary school children and teachers before 1965 became accessible for the first time under the ESEA title II program. These included newer sorts of audiovisual aids such as transparencies and 8mm film, as well as more traditional items such as maps, globes, and periodicals. (While it is true that these materials were available in some schools before 1965, it is equally true that some elementary and secondary school children still do not have access to the variety of materials required for teaching and learning.)

Transparencies have become a popular tool for many classroom teachers because of their flexibility of use, ease and economy of production, and increasing commercial availability. Title II made transparencies available for the first time in 37 percent of the elementary and secondary schools surveyed (table 42).

Filmstrips have also found wide acceptance in teaching and learning. They are used in classrooms and media centers, especially in elementary schools, and are particularly well suited to individualized study. Twenty-two percent of the schools reported that filmstrips became available to them for the first time under title II. Picture sets, tape and disc recordings, and to lesser extents paperback books, art prints, periodicals, and globes and maps found their way into schools for the first time by reason of title II.

Research reports, reports on experimental or innovative programs, professional journals, microfilm, and musical scores were introduced for the first time in a small number of schools. These are for the most part professional materials and it is probable that such items are purchased more commonly for district or regional media centers than for local schools.

Although microfilm is growing in use as a means of storing and retrieving certain types of information, only 9 percent of secondary schools and 2.3 percent of elementary schools reported title II as the agent of their introduction to this medium.

Adequacy of Equipment for Use With Audiovisual Materials

In the 1960's local education agencies showed increasing interest in developing unified school media programs where a full range of materials could be organized and made accessible. The 1969 preparation of joint ALA-DAVI media standards contributed to this interest.

Appropriate and adequate equipment is needed to implement the multimedia approach which good teaching and effective learning require, particularly in schools where individualized instruction and independent study are the rule.

Title II funds may not be used for purchase of equipment, even that essential to use of eligible materials. Such equipment may, however, be bought with other Federal funds; title III NDEA, for example, is specifically intended for such acquisitions in furtherance of instruction in academic subjects. This survey did not explore the extent of coordination between title II and other programs for purposes of acquiring equipment, but title II annual reports to the U.S. Office of Education disclose a high degree of coordinated planning to this end.

Still, audiovisual equipment was reported inadequate by a substantial percentage of surveyed schools: 23 percent lacked adequate motion picture equipment; 25 percent had insufficient filmstrip projectors; about 42 percent had inadequate disk and tape recorders; and nearly 63 percent lacked appropriate equipment for programed materials (table 43).

Impact of Title II on Quality of Materials

A substantial percentage of responding schools were able to report that title II was responsible for improvement in the quality of their instructional materials. Just under 60 percent declared this was the case for printed materials and more than 60 percent held it true for audiovisual matter (tables 44A and 44B). An effort to relate such change to percent of enrollment which was Negro provided little difference in percentages (table 45).

Ranking of Priority Need

Respondents in the survey were given a list of types of instructional materials identified by purpose:

1. For the handicapped
2. High-interest low-vocabulary
3. For teaching English as a second language
4. Which foster intercultural understanding
5. For advanced placement or independent study
6. For basic collection (library books)
7. Supplementary textbooks
8. Audiovisual, for individual pupil use
9. Audiovisual, for classroom use by teachers
10. Programed materials
11. Other.

School media personnel were asked to rank their schools' three highest priority needs. In both elementary and secondary schools, high-interest low vocabulary items, basic collection library books, and individual use of audiovisual materials led the lists. The rank order of the 11 categories in percentages of total responses for the two levels follows:

Materials	Elementary	Secondary
High-interest low-vocabulary	20.95%	18.95%
Basic collection library books	17.59%	16.60%
Individual-use audiovisuals	16.49%	17.95%
Teacher-use audiovisuals	9.93%	13.82%
Intercultural understanding	9.22%	7.60%
Advanced placement; self-study	8.59%	11.85%
Programed materials	5.95%	4.75%
Supplementary textbooks	5.09%	3.60%
For the handicapped	3.63%	2.81%
For English as second language	2.36%	2.12%
Other	0.32%	0.80%

(These priority rankings are expressed in other ways in tables 46 and 47.)

The fact that 31,434 specialists in elementary schools (nearly 21 percent of those reporting) and 10,713 in secondary schools (19 percent) elected "high-interest low-vocabulary materials" as first, second, and third priority needs for instructional materials is a strong indication that improvement of reading is a major problem in elementary and secondary schools, and underlines the essentiality of the Right-To-Read effort.

Since, prior to inception of the Elementary and Secondary Education Act in 1965, 69 percent of public elementary schools had no libraries, it is also of interest that 26,338 respondents in elementary schools gave high place to "library books for basic collection." ESEA title II does not in most instances yield sufficient funds to establish basic collections to which books are added annually. It is, therefore, understandable that at the end of 3 years of the program, basic collections remain a continuing need.

Changes in Quality, Quantity, and Relevance of Instructional Materials

In order to assess the degree of change, school personnel were asked to rate as excellent, good, fair or poor their school library resources and other instructional materials on these characteristics in the two periods under consideration:

. relevance to units of study and/or curriculum;

. relevance to pupil needs;

. timeliness (materials are up-to-date);

. quality of content;

. quality of format

. sufficiency (quantity of materials);

. variety (different types of materials).

Printed Materials

Printed materials in schools were rated higher in 1964-65 than audiovisual media in all characteristics except sufficiency, which about one-third of the elementary and one-fifth of the secondary schools called "poor" (tables 48A and 48G). In elementary schools, the characteristics of relevance to curriculum and to student needs, timeliness, quality of format, and variety failed to reach 5 percent in 1964-65; by 1967-68, printed materials had improved so that in at least 13 percent of the schools a rating of "excellent" in 6 characteristics was achieved (tables 48C and 48D). Sufficiency was "excellent" in only 9 percent of the elementary schools and "good" in only 37 percent by the later year.

Printed media in secondary schools were given somewhat better ratings in 1964-65 and also in 1967-68 than were elementary schools (tables 48G and 48H). In the later year, the quality of secondary materials had improved in about half or more (except for the characteristic of sufficiency). By 1967-68, sufficiency in printed media was rated "excellent" in only 10 percent and "good" in about half of the secondary schools.

Audiovisual Materials

On the matter of relevance to curriculum or students needs, only small percentages of respondents said "excellent" in 1964-64: about 2 percent in both elementary and secondary schools (tables 48A and 48E). By 1967-68, this proportion had risen to over 16 percent in elementary and nearly 10 percent in secondary schools (tables 48B and 48F). On no score (timeliness, quality, sufficiency, variety) did audiovisual materials receive a rating as high as 4.2 percent for excellent in 1964-63. By 1967-68 "excellent" was the rating in as many as 25 percent of the responses.

CHAPTER IX

CHANGES IN MEDIA SERVICES AND THE INFLUENCE OF TITLE II

The title II program placed new responsibilities on both school district and school media staff and other school personnel to provide additional services to schools such as leadership, guidance, and assistance in the selection, acquisition, organization, and use of instructional materials.

For example, to prepare approvable project applications requesting the use of materials provided under title II, particularly where such materials had not previously been available, it was necessary to study the educational requirements of the children and teachers who would use the materials, establish priorities for various types of materials by subject areas and levels of instruction, and select and order materials. The establishment of new school media center collections under ESEA title II and the improvement of existing ones, combined with the accelerated development of unified media programs, contributed further to the need for coordinated school district media support, such as consultant services, centralized ordering, processing services, and maintenance of a school district media center.

School District Media Services

In a 1960-61 survey of 636 school districts, 4 percent reported that they provided central office professional media services to schools.[1]

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[1] Mahar, Mary Helen. Statistics of Public School Libraries, 1960-1961. Part II Analysis and Interpretation. Washington, D.C., U.S. Department of Health, Education, and Welfare, Office of Education. p. 10

In 1964-65 there were 3,674 school districts initiating or expanding one or more services; this number increased to 5,173 by 1967-68 (table 49). More districts began providing or increased their centralized ordering and processing services in 1967-68 (5,173) than consultant services (2,745), circulation of instructional materials (4,051), or a curriculum laboratory or media center for professional personnel (2,452). The greatest increase in each of 3 years, 1965-66--1967-68, occurred in districts enrolling 300 to 4,999 pupils

The influence of title II was reported as "substantial" or "moderate" in about one-third or more of the districts except for the maintenance of a curriculum laboratory or media center for professional personnel where it was only 28 percent.

Of the more than 73,000 schools surveyed on this point, substantial numbers reported for 1967-68 receiving (in descending order) centralized ordering services (67.2 percent), circulation of instructional media from a district center (60.5 percent), centralized processing of materials (57.2 percent), consultant services (54.3 percent). Forty-five percent reported maintenance of a curriculum laboratory or a media center for professional personnel (table 50).

Elementary schools fared better than secondary schools in all respects, though the ranking of services was consistent at both levels with the totals mentioned. As might have been expected, larger school districts (enrollment of 25,000 and over) reported highest proportions of all centralized services, but perfect consistency ends there. The smallest districts (fewer than 5,000 enrollment) did better than the medium-sized districts in respect of centralized processing. Elementary schools, with three exceptions (all in the largest districts) did better than the secondary schools. The range of difference was on maintenance of curriculum laboratory or professional media center: in the largest secondary schools, 75.4 percent reported their existence; only 26.2 percent of the smallest secondary school could so report (table 50).

School District Media Personnel

From 1964-65 to 1967-68, school media personnel increased (in the districts surveyed) 44.7 percent (table 51). Technicians showed the greatest increase (59.0 percent) with media aides a close second (58.5 percent). The smallest relative increase was in media supervisors (30.9 percent). In this case, it was the medium-sized school districts that nearly consistently showed the largest percentage increase. The sole exception was in the case of technicians, where the smaller districts (fewer than 5,000 enrollees) showed a 100-percent growth.

The influence of title II in the increase of personnel was significant. The percentage of districts crediting the program ranged from a high of 39 for media aides to a low of 22 for professional positions concerned with centralized processing, with an overall rate of 27 percent media for all personnel. Title II had the most influence in the employment of media supervisors, professionals concerned with centralized processing, and technicians in school districts below 5,000 pupils.

Need for Additional School District Media Personnel

In addition to already established positions and media personnel added, more than 99 percent of school districts surveyed indicated an additional need of up to four professional media specialists at the district level to provide adequately for the administration of ESEA title II (table 52). Ninety-eight percent of school districts indicated need for up to four media aides and technicians at the district level for administration of the title II program.

The greater needs were expressed by districts having enrollments of between 300 and 6,000; the larger and the very smallest required fewer additional staff by 1967-1968. School library supervisory positions were reported in the 1960-1961 Mahar study previously mentioned (footnote 1) as more numerous in larger school districts.

Schools Served by Media Specialists

The number of elementary schools served by one or more school media specialists rose from 7,481 in 1964-1965 to 13,953 in 1967-1968, an increase of more than 85 percent (table 53). Even with this increase in number of elementary schools served by qualified media specialists, 39,828 elementary as compared with 8,066 secondary schools did not have a media specialist in 1967-1968 (table 57). Of 8,495 schools adding at least one media specialist in a 3-year period, nearly 41 percent reported that title II had influenced this change.

In 1964-1965, there were 1,768 schools (both elementary and secondary) where personnel--generally certified teachers--with less than 12 hours of library science or audiovisual education were serving as school media specialists (table 54). By 1967-1968, that number of schools had nearly doubled--to 3,388. This was more true--to the extent of 2 to 1--of elementary than of secondary schools and, as might be expected, of smaller than of larger school districts.

Full-time media aides, technicians, and volunteers, performing clerical and secretarial tasks and sometimes serving as the only media personnel in elementary schools, increased sharply in number between 1964-65 and 1967-68--media aides from 1,700 to 6,244 (table 55). In secondary schools the increase was also substantial, but not quite so dramatic--from 2,206 media aides to 4,503, about 100 percent (table 56). Nearly two-thirds of the increase at each level was attributed to title II.

Technicians nearly doubled in elementary schools in the three-year period, and more than doubled in secondary schools. This is a significant development, since "media technician" is a fairly recent position. In the absence of sufficient paid staff, larger numbers of volunteers were used to assist in the media program.

In 1964 -65, there were 72,507 schools without media specialists or other certified personnel serving in that capacity. Approximately equal numbers lacked media aides, technicians, or volunteers. By 1967-68, the number of schools lacking qualified media specialists had fallen by 8,800; the number without other certified personnel filling the jobs had made a small drop to 70,886; and in respect to supportive staff, those without media aides fell from 70,569 to 63,400. With respect to technicians and volunteers, the changes were insignificant (table 57).

Nature of Media Tasks

The time spent by media specialists and other certified personnel performing media functions was quite fragmented in 1967-68; few spent large blocks of time in any one area of operation. More than half the elementary schools reported that their specialists spent 10 percent or less of their time working with teachers on such tasks as curriculum development, consultation on use of media or cooperation in selection of materials (30,284); working with pupils or providing them with help in media use (15,279); selecting, ordering, cataloging, or organizing materials (22,922); media center administration (28,461); or other media activities (table 58).

As many as 11,975 reported their media specialists gave no time to pupils for individual, group or class instruction, or even helping in media use. On the other hand, nearly twice as many--22,817--reported that their specialists gave between 20 and 80 percent of their time to pupils for these purposes.

Some 22 percent of the schools said that their media specialists had to spend more than 80 percent of their time (5,200 of them said 100 percent) on nonmedia teaching, administration and other media unrelated chores (table 58).

In secondary schools, the data differ only in degree (table 59). These data underline the need for increased professional personnel. They may also suggest that some professional media personnel, even under optimum conditions, elect to spend their time on other types of activities, an indication of need for upgrading their professional preparation.

CHAPTER X

EFFECT OF TITLE II ON THE ORGANIZATION OF MATERIALS

Of elementary and secondary schools in all enrollment categories (from 300 to 25,000 and more) some 45,000 reported classroom collections or materials in 1964-65, elementary schools at the rate of 3 to 1 over secondary. Since the fall of 1965, some 6,900 additional elementary, and 3,200 secondary schools instituted such collections. Also since then, more than 34,000 elementary, and 12,500 secondary, schools improved their classroom collections. More than 60 percent stated that title II had had moderate to substantial influence on the additions or improvement (table 60).

Fifteen thousand schools with classroom collections reported that their collections had been cataloged in 1964-65, elementary schools again in about a proportion of 3 to 1 over secondary schools. Since 1965, nearly 19,000 more classroom collections were cataloged, and nearly 30,000 improved their cataloging. Two-thirds credited title II with moderate to substantial influence on the changes (table 61).

Media Centers

Between 1964-68 and 1967-68, the proportion of schools with media centers increased from 52 percent to 85 percent*--from 38,912 to 62,835.

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*These percentages are calculated on a base of 74,273 schools with enrollments of 300 or more--53,776 elementary and 20,497 secondary.

(Nineteen percent of the elementary schools and 6 percent of the secondary schools still lack a media center.) The greater rate of increase was in elementary schools, from 25,011 to 43,598; secondary, 27 percent, from 13,901 to 19,237 (table 62). Of the schools establishing a media center for the first time or improving an existing center, 28,507 credited the title II program with having substantial influence.

Title II's involvement is further supported by the fact that this rate of increase is nearly four times greater than the change in an earlier 4-year period--from 1958-59 to 1962-63--before the enactment of title II (table 63).

Audiovisual Materials in Media Centers

The number of schools which had audiovisual materials in their media centers also increased dramatically between 1964-65 and 1967-68. In elementary schools, the number more than doubled--from 16,177 to 39,000; in secondary, the rise was 87 percent (table 64). Here again, the large majority of respondents credited title II with substantial (21,761 or moderate (14,478) influence in the growth. Only 4,881 saw no title II effect. Of interest, too, is the finding that of the total of the 55,000 schools which reported having audiovisual materials in their media centers, more than 51,000 reported improvements in their collections since 1965. It should be noted that some elementary and secondary schools were apparently still without audiovisual materials in centralized media centers in 1968. The term media center was used in this survey to refer also to units in a transitional stage where collections consisted largely of printed materials.

Resource Centers

Supplementary school media centers, structured on a subject or grade level basis and containing special collections of instructional materials administered by the school media center, are described as "resource centers." There were fewer than 10,000 of these in 1964-65--6,800 in elementary schools and 3,000 in secondary. By 1967-68 there were 10,300 more elementary and 4,200 secondary school with resource centers, and of the aggregate 24,400, more than 22,000 had been improved since 1965. Here again there was an overwhelming preponderance of credit to title II for the changes (table 65).

Technological Equipment in Media Centers

Title II does not allow acquisition of equipment with its funds, but the increased availability through title II of materials for use wih projectors, viewers, readers, and similar equipment may be expected to have affected its procurement with other funds.

In 1964-65 only 4,300 school media centers possessed such equipment as television sets, 8mm film projectors, computer consoles, dial access systems, and the like. By 1967-68, that number had nearly quintupled. Even though title II did not pay for the new equipment (nearly 18,000 reported improvement in existing equipment after 1965 as well) considerably more than half the respondents said title II influenced the additions substantially or moderately (table 66).

CHAPTER XI

ACCESSIBILITY OF MATERIALS ACQUIRED WITH TITLE II FUNDS

The method most frequently used by State departments of education for acquisition of instructional materials in the title II program is the authorization for their purchase by local public school districts after approval of project applications. The State departments notify districts of the amounts allotted to them under relative need formulas for materials to be used by public and private school children and teachers within school district geographic boundaries. The districts then make project applications which list or describe the school library resources, textbooks, and other instructional materials needed by the public school pupils and teachers, and include materials requested by the private school officials within their boundaries for use by their pupils and teaching staffs.

In the most commonly used method, after project applications are approved, local school districts order from vendors materials to be delivered either to a central point in the school district for redistribution, or directly to individual schools. During the first year of the title II program, there were some delays in delivery of materials because of shortages in inventory of publishers and jobbers, or because of other factors related to the increase in demand for materials spurred by new Federal funds. For example, a shortage of binding board slowed book production. These problems were for the most part resolved by the end of the second year of the program, and materials ordered under the title II program were delivered in reasonable time.

To help States and school districts provide efficient service in the acquisition, circulation, and loan of materials, the costs of ordering, processing, cataloging, and delivering materials to the initial place of use were made eligible in the title II regulations. In some school districts, processing is performed by a school district processing center; in others, commercial processing services are used. State departments of education share administrative costs with school districts, particularly larger ones, for acquisition and processing. Nevertheless, in some very large school districts, procedures for making materials accessible to thousands of pupils and teachers in schools have been slower than desirable. The number of such delays, however, has been relatively small; through efficient organization and hard work of media personnel, books and other materials are made available in public and private schools within a reasonable time after delivery by vendors.

Locations From Which Materials are Circulated

School library resources in the title II program are usually made available through media centers (school libraries) by loan in individual schools to pupils and teachers or in classrooms. From some large district centers, or multidistrict centers, materials are made available through loans to teachers. States which have intermediate units use them for distribution of materials in the title II program to schools in sparse rural areas. Mobile equipment is employed to transport materials in some rural areas, such as the upper peninsula of Michigan, central and western Nebraska, and Alaska.

Public schools were asked to check locations from which school library resources and other instructional materials purchased with ESEA title II funds could be borrowed by their children and teachers. In all cases, school media centers (even in elementary schools) outnumbered other locations, with classroom collections close behind (table 67).

School districts were asked to indicate the agency administering materials acquired with ESEA title II funds to the children and teachers in private elementary and secondary schools within their geographical boundaries.

In more than 60 percent of the local school districts participating in title II, the program for private school children and teachers was administered by the district itself; in about 25 percent, title II was administered directly by the State department of education; in the remainder, the program was handled by other agencies. The one agency most often identified was the intermediate school district. Regional subagencies, public school districts acting as subagencies for the private school sector of the program in the entire State, and the two agencies administering title II for the U.S. Commissioner of Education in Nebraska and Oklahoma also administered the program for private school children and teachers.

The administering agencies for private school children and teachers were asked to check sources from which their participants could borrow school library resources and other instructional materials acquired under title II. Private school media centers ranked first, followed by private school classrooms. Public school media centers came third (table 68).

Loan Terms

The increased volume of materials made available by the title II program and a broader view of the role of these materials in the learning process, have caused school administrators and media specialists to relax rules concerning their circulation. It is now not unusual for pupils to borrow not only books, but films, recordings, tapes, art reproductions, and maps for home use.

The time these borrowed materials may be kept varied among schools and school districts. They tended to be somewhat more restrictive in loan of audiovisual materials, perhaps because quantities of printed materials available are generally somewhat larger. School district media centers appear to emphasize circulation of audiovisual rather than print materials (table 69).

Maintenance of Catalogs or Lists for Circulation of Materials

States are required to provide for maintenance of catalogs or lists of materials acquired with title II funds, in order to assure that children and teachers will have reasonable access to the materials. The lists are prepared by State departments of education, in school districts, or by individual schools. They may be limited to certain kinds of materials, such as art prints or professional journals; sometimes only those titles useful in a specific subject area, such as State or local history, may be included. Eighty-nine percent of the districts responding to this question had lists available at the district level, and 72 percent at the school level. Of these, most drew from school library resources rather than from other instructional materials or textbooks (table 70).

CHAPTER XII

EFFECT OF TITLE II ON PUPIL AND TEACHER USE OF INSTRUCTIONAL MATERIALS

Pupil Use, 1965-1968

Some 59,000 schools (40,800 elementary and 18,400 secondary) reported increased use of school media centers for class assignments between 1965 and 1968. Of these, nearly three-fourths attributed to title II substantial or moderate responsibility. Fewer than 4 percent thought title II had no part in influencing the change (table 71). The greatest number of schools reporting such change were in the school districts with enrollments fewer than 25,000. Increased use was greatest in the smallest districts, and here title II's involvement was considered highest. This would appear to bear out the conclusion that availability of media centers encourages utilization of their materials. (About 5 percent of the schools reported no change, and the greater proportion of these were in the largest districts, where media centers were already available and in use to a relatively larger extent by 1965 than in the small districts.)

The number of schools reporting an increase in the use of the media center for pupils with reading difficulties for the period 1965-66 through 1967-68 was 57,876 (table 72). Of these, 28.4 percent said that this increase was attributable to a substantial extent to the ESEA title II program. A moderate extent was reported by 41.6 percent of the total. The number of schools so reporting was somewhat less than the number relating the increase in use of the media center for school assignments (table 71). Nevertheless, it is significant that title II contributed reading materials for poor readers in more than 40,000 elementary schools. Schools in districts 25,000 and over in enrollment attributed substantial increases in the use by poor readers of media centers to a greater extent than schools in districts of lower enrollments (table 72, column 11).

This fact can be related to the findings in the ESEA title I evaluative report for 1968 that "the large majority of disadvantaged pupils enrolled in elementary schools assisted by title I live in cities and rural areas rather than in suburbs" and that "the educationally disadvantaged pupil ... probably requires special remedial programs in basic skills--reading, arithmetic, and language usage."1/

A most interesting aspect of the reports on increased use of school media centers by pupils from 1965 to 1968 is that the largest number of schools reported increased use for reading for pleasure: 60,000 schools. Only 4 percent reported no increase (table 74). In this case, 94 percent of the largest districts and 95 percent of the smallest showed a rise. Of the middle range--districts with enrollments between 5,000 and 25,000--97 percent reported an increase in this category. Attribution to title II of some responsibility ranged from 70 percent moderate to substantial (largest districts) to 80 percent (smallest districts).

These data can be interpreted to reflect a number of concomitant factors. Materials selected in the title II program were apparently liked

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1/ Education of the Disadvantaged. An Evaluative Report on Title I. Elementary and Secondary Education Act of 1965. Fiscal Year 1968. Washington. D.C., U.S. Department of Health, Education, and Welfare, Office of Education, 1970. pp. 7 and 80.

by school pupils, and, since improvement in reading proficiency is associated with liking to read, the title II program must have assisted pupils to become better readers.

Schools reporting increased use of the media centers by gifted children were less numerous: 56,000, with the school district size having a direct bearing. The smallest districts comprised nearly half the number reporting increased use (25,000). The proportion of schools reporting no change in media center use by gifted children was 10 percent (table 73). Attribution of responsibility to title II for the increase was slightly higher in this instance--68.7 percent.

Audiovisual Materials

Only 20 percent of the reporting schools said that there was an increase in use of audiovisual materials borrowed by pupils for home use, with middle-size districts showing the largest number (21.5 percent), the smallest 20.4 percent, and the largest districts somewhat less than 17 percent (table 75). These facts may reflect to some degree the greater amount of title II funds used for printed materials than for audiovisual. Then too, lending equipment to pupils for home use, along with the audiovisual materials, is a rather recent development in schools.

On the other hand, in schools with special-purpose grants under title II where unusually large amounts were spent for audiovisual materials, home use of these materials has greatly increased. The study Emphasis on Excellence in School Media Programs, cited in chapter I, shows that in homes previously without access to audiovisual materials, their introduction has stimulated exceptional interest by parents in the education of their children, and changed their attitudes toward school and learning. Moreover, as one teacher reported, "the availability of audiovisual materials for independent use...has increased student interest in reading and study."

Teacher Use

Respondents in the survey were asked to report on teacher practices in relation to instructional materials, specifically increases in the following practices:

1. Evaluates material before purchase;
2. Gives assistance in selecting new materials;
3. Uses professional materials;
4. Requests assistance of media specialists in locating materials;
5. Brings classes to media center for taining in its use;
6. Borrows materials for classroom work;
7. Requests participation of media specialists in team teaching or other instructional activities.

Many more schools by far reported increases in all these practices than reported no change. Nearly 95 percent of the schools said that increasingly teachers were asking media specialists for help in locating materials (No. 4) and borrowing materials for classroom work (No. 6). Just fewer than 92 percent reported that teachers were using professional materials to a greater extent (No. 3) and helping select new materials (No. 2). Nearly 88 percent said that to a greater extent teachers were bringing their classes to the media centers to learn about them. About 83 percent (see table 76) reported an increase in the use of teachers to evaluate materials before purchase (No. 1).

Only 63 percent reported that teachers were increasingly involving media specialists in team teaching or other instructional activities (No. 7). Team teaching is a relatively newer development, and there has perhaps been insufficient time or opportunity for involvement of media specialists.

Two title II-related studies published in 1969 and mentioned earlier in the text may hold another clue. Emphasis on Excellence in School Media Programs (see footnote 2, chapter I) indicates that teacher practices are influenced to change to a substantial extent where optimum amounts of materials are made available. Descriptive Case Studies of Nine Elementary School Media Centers in Three Inner Cities (see footnote 3, chapter I), which deals with schools where only minimal or average amounts of materials were made available, shows that instructional practices did not appear to be greatly affected. (Pupils, on the other hand, respond positively to even modest amounts of materials.) It seems a reasonable speculation that teachers would change their practices only when there were assurances of sufficient quantities of materials to serve all their pupils; or that an abundance of new materials might stimulate a totally new approach to instructional methodology in the whole school's program.

SUMMARY AND RECOMMENDATIONS

Summary

It will be recalled that the survey was undertaken in response to certain questions:

1. Is the intent of the statute being carried out?
2. Is the program effective in attaining the goals reflected in the statute?
3. Has the maximum statutory authority been exercised in attaining the goals sought?
4. Is a revision of the law necessary?

How the Program Met the Intent of the Statute

Question 1 is answered by saying that the intent with respect specifically to title II was to employ an upgrading of quantity and quality of instructional materials to further the general objective of the act: "To strengthen and improve educational quality and educational opportunities in the Nation's elementary and secondary schools." The intent is being carried out to the extent possible with the funds appropriated for the program.

Whether the program has been effective in attaining the goals (question 2) must be answered with the same qualification: to the extent possible. Very nearly all eligible public and private school children and teachers have benefited from title II. The survey data indicate, however, that even those instructional materials added under title II to supplement those acquired through State and local efforts fell far short of being adequate to support educational programs of high quality. The following summary of significant findings of the survey demonstrates this inadequacy:

The greatest proportion of funds spent for instructional materials comes from State and local sources. There can be no doubt that title II, in addition to supplementing these funds, also stimulated State and local efforts even further. Yet despite increased expenditures from all sources, in 1967-68 only 16 percent of the school districts met or exceeded the American Library Association's standards of 1960.

The total of library books, audiovisual materials, and other materials was insufficient in more than 50 percent of the elementary schools and between 33 and 54 percent of the secondary schools to meet State standards for school library materials. A generally acute need for materials continues to exist in nearly all school districts surveyed.

Question 3 dealt with the exercise of maximum statutory authority in attaining the goals of the statute. The survey did not deal with State management of the program. Annual reports from State departments of education have been used each fiscal year as the basis for ESEA title II program reports, which have dealt at some length with program management.[1-4]

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[1] U. S. Department of Health, Education, and Welfare. Office of Education. First Annual Report, Fiscal Year 1966, Title II, Elementary and Secondary Education Act of 1965: School Library Resources, Textbooks, and Other Instructional Materials. Washington, U. S. Government Printing Office, 1967. 73 pp.

[2] ________. Second Annual Report, Fiscal Year 1967, Title II, Elementary and Secondary Education Act of 1965 School Library Resources, Textbooks, and Other Instructional Materials: Washington, U. S. Government Printing Office, 1969. 78 pp.

[3] ________. Third Annual Report, Fiscal Year 1968, Title II, Elementary and Secondary Education Act of 1965: School Library Resources, Textbooks, and Other Instructional Materials. Washington, U. S. Government Printing Office, 1970. 70 pp.

[4] The Federal-State Partnership for Education; the fifth annual report of the Advisory Council on State Departments of Education. Washington, U. S. Government Printing Office, 1970. pp. 67-97.

The data in these reports indicate that State departments of education have administered the ESEA title II program in accordance with statutory authority.

On question 4--"Is a revision of the law necessary?"--the survey of ESEA title II showed progress in upgrading the quantity and quality of instructional materials made available to pupils and teachers. Nevertheless, some revisions of the law may be desirable to attain the goals. For example, school district central offices have indicated a need for additional professional and clerical personnel to administer the title II program. Although the act permits the use of an amount equal to 5 percent of the amount paid to the State in any year, or $50,000, whichever is greater, for administration of the State plan, and further permits the State to make appropriate administrative funds avilable to local education agencies for responsibilities assigned to them in the distribution and control of materials acquired with title II funds, the amounts made available to State and local education agencies have been inadequate for program administration. In addition to increased administrative support, good program management in State departments of education require competent supporting staff for planning, evaluation, and dissemination.

Relative Need

The 1966-68 data on relative need and expenditures under title II indicate that school district personnel who are involved in its administration require specific direction in the application of relative need indexes within school districts. All State departments of education employ relative need criteria in the administration of title II. Among school districts, there is a trend away from per pupil factors, equalization formulas, and other economic indexes and toward the use of more precise criteria such as local effort for instructional materials in relation to financial ability and special needs of pupils. However, in this survey, the operation of relative need factors in local school districts was seldom evident in the expenditure data or the data on quantity of materials made available.

The pattern of expenditures (1966-68) under the title II program was generally in the middle range, from $1.01-$3 per pupil, regardless of school district enrollment, educational level, or socioeconomic or ethnic composition of the school. Significant differentiation in expenditures among pupils in different schools was rare, but the distribution of expenditures for materials for public and private school pupils appeared equitable.

Selection Methods

Data on the selection of instructional materials purchased with title II funds show a general adherence to the criteria set forth in State plans. Materials acquired with title II funds have been selected according to standard practices, with media specialists, teachers, and curriculum personnel cooperating to select media of sufficient range and variety to meet the needs of the pupils and teachers using them. The process of selection has frequently included examination or review of school library resources before ordering; generally, however, the process of selection was expedited by use of standard selection tools, review periodicals, and professional bibliographies.

Since 1964-65, appraisals of media by school media specialists indicate improved relevance to the curriculum and pupil needs, greater up-to-dateness and higher quality of content and format in instructional materials. But in many schools, elementary and secondary school children and teachers still do not have access to the variety of materials required for teaching and learning. As shown in the survey, high-interest, low-vocabulary materials rank first in priority, with library books for basic collections and audiovisual materials for individual pupil use ranking second and third. Also, audiovisual equipment was found not to be sufficiently available for adequate use of materials.

New Media Centers

In the 3-year period from 1964-65 to 1967-68, the title II program had substantial effect on the establishment and improvement of new public elementary and secondary school media centers. The proportion of schools with media centers increased from 52 to 85 percent, largely in elementary schools. But 19 percent of the elementary schools and 6 percent of the secondary schools surveyed still had no media centers in 1967-68.

Under title II, media services for students and teachers expanded: audiovisual materials were added to media centers for the first time; existing collections of audiovisual materials were improved; and classroom collections were established or improved. The title II program had little effect on the addition or improvement of recently developed technological equipment for media centers, such as computer consoles, television, 8mm projectors, and dial access systems. Such equipment is not eligible for acquisition with title II funds.

Title II had a significant impact on the school media center by pupils, especially in preparation of class assignments and reading for pleasure. Its influence on use of the media center by pupils with reading difficulties and by gifted pupils was also noteworthy.

Title II was reported as having marked influence on the increased participation of classroom teachers in evaluating instructional materials before purchase, assisting media specialists in selection of materials, and requesting assistance from media personnel in locating materials. The low rate of change in media staff participation in team teaching and other instructional activities is probably attributable to the fact that the quantity of material added in many schools under title II was insufficient to influence teachers to change their instructional methods.

Although the school media center was the most common location for title II materials, the survey found these materials were also circulated from and used in school classrooms, school district or multidistrict media centers, intermediate education agencies, and mobile school library units. Increased quantities of available materials caused relaxation of rules concerned with use of materials; however, schools still tended to be more restrictive in loan of audiovisual materials than printed materials.

Most school districts maintained selective lists and catalogs of title II materials so that public and private school pupils and teachers could have access to them.

Media Personnel

Although title II has stimulated the employment of school media personnel in school district central offices and contributed to the establishment of coordinated school district media support services, more than 98 percent of the school districts indicated need for professional and clerical media staff to adequately administer the title II program. The program also has had substantial impact on the employment of media personnel for elementary and secondary schools, but the number of schools without media staff, especially elementary schools and all schools in small school districts, is still high. These data, and those collected on the time media specialists spend on various activities, show that many elementary and secondary schools lack sufficient media personnel to work on curriculum development, consult with teachers, or provide classroom instruction in media use.

Recommendations

To improve the education of public and private elementary and secondary school pupils, it is recommended that the ESEA title II program be continued, because:

1. Some but not all eligible pupils and teachers have been provided with sufficient additional instructional materials of high quality.
2. State and local support for school library resources and other instructional materials was stimulated by title II and evidence indicates that continued stimulus is needed.
3. The proportion of public schools, particularly elementary schools, with media centers increased significantly, and continuation of the program would affect further gains in the development of media centers.
4. Improvement since 1964-65 in relevance of materials to the curriculum and pupil needs, up-to-dateness, and quality of content and format argue strongly for continuation.
5. Adequate amounts of audiovisual materials are needed in all schools, although for the first time, some schools have added these materials.
6. Increased pupil use of instructional materials in school media centers, especially in relation to the preparation of class assignments and reading for pleasure, points to the necessity for more of this kind of motivation.
7. Increased teacher participation in selection of instructional materials and use of materials where they are available in sufficient quantities makes obvious the need for more acquisitions to bring materials in all schools up to levels essential for teacher use.
8. The title II program stimulates the employment of professional, paraprofessional, and clerical media personnel.

To increase the impact of title II, it is recommended that:

1. The Federal supplement to State and local funds through title II be increased to the level of authorization. Title II has contributed about 8 percent of the annual cost of instructional

materials and this should be increased to at least 16 percent, and, if possible, to 25 percent. If the Federal share were 25 percent the amount would be about $700 million to meet national standards for annual expenditures for materials in elementary and secondary schools. In the event of grant consolidation, safeguards should be provided for assuring a fair share of the funds for instructional materials, because the unmet and continuing needs for such materials are so great and their role in supporting instruction is so vital.

2. Increased funding be provided for State and local administration of the program to obtain the additional personnel needed to administer it. Additional personnel in State departments of education are also needed to carry out title II's commitment to the Right-To-Read effort.

3. The U.S. Office of Education provide technical assistance to State departments of education in the revision of relative need formulas and develop models for possible State use or adaptation. In turn, State departments of education should provide school district personnel who administer the title II program with the specific direction and leadership needed for applying relative need formulas.

4. The U.S. Office of Education increase its assistance to States in planning, evaluation, and dissemination activities required for good program management.

5. Special emphasis be placed on the use of title II funds to supply high-interest, low-vocabulary materials as part of the Right-To-Read effort.

It is further recommended that:

The title II program be reevaluated at the end of fiscal year 1973.

APPENDIX

SURVEY INSTRUMENTS

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

ESEA, TITLE II SURVEY
SCHOOL DISTRICT QUESTIONNAIRE

BUDGET BUREAU NO. 51-S68016
APPROVAL EXPIRES: 6/30/69

IMPORTANT: Please review the definitions **BEFORE** completing this questionnaire and refer to them as you provide your answers.

1. CHECK **LOWEST AND HIGHEST** GRADE INCLUDED IN YOUR SCHOOL DISTRICT

	PRE-K	K	1	2	3	4	5	6	7	8	9	10	11	12
01														

2. REFER TO ATTACHED DEFINITIONS BEFORE ANSWERING THIS ITEM. IF YOU DO NOT HAVE THE INFORMATION REQUESTED, PLEASE ESTIMATE. WHEN ELEMENTARY AND SECONDARY GRADES ARE HOUSED IN ONE SCHOOL PLANT, COUNT THEM AS TWO SCHOOLS. IF YOUR SCHOOL DISTRICT WAS NOT IN EXISTENCE DURING ANY ONE OF THE YEARS INDICATED, ENTER "NA" *(Not Applicable)* IN THE APPROPRIATE BLOCKS.

COLUMN b. Enter the total number of **SCHOOLS** in your district for each year and for each level of school itemized in Column a.

COLUMNS c, d, and e. Enter the total number of instructional personnel in your district on October 1 of each year, and for each level of school itemized in Column a.

COLUMN f. Enter the total number of **CHILDREN** in your district on October 1 of each year in each level of school itemized in Column a.

COLUMN g. Enter the number of schools whose children and instructional personnel participated in **ESEA**, Title II during each year and for each level of school itemized in Column a.

COLUMNS h, i, and j. Enter the number of instructional personnel assigned to the schools entered in Column g.

COLUMN k. Enter the number of children enrolled in the schools entered in Column g on October 1 for each level and year itemized in Column a.

SCHOOL YEAR AND LEVEL OF SCHOOL	NUMBER OF SCHOOLS IN YOUR DISTRICT *(Public)*	INSTRUCTIONAL PERSONNEL IN YOUR DISTRICT *(October 1)*			NUMBER OF CHILDREN IN YOUR DISTRICT *(October 1 enrollment)*	NUMBER OF SCHOOLS ENROLLING PARTICIPATING CHILDREN AND/OR INSTRUCTIONAL PERSONNEL	INSTRUCTIONAL PERSONNEL PARTICIPATING			NUMBER OF CHILDREN PARTICIPATING *(October 1 enrollment)*
		NO. OF FULL-TIME	PART-TIME				NO. OF FULL-TIME	PART-TIME		
			NO.	FTE*				NO.	FTE*	
a	b	c	d	e	f	g	h	i	j	k
1964-65										
(1). ELEMENTARY										
02 (2). SECONDARY										
03 (3). *TOTAL*										
1965-66										
04 (4). ELEMENTARY										
05 (5). SECONDARY										
06 (6). *TOTAL*										
1966-67										
07 (7). ELEMENTARY										
08 (8). SECONDARY										
09 (9). *TOTAL*										
1967-68										
10 (10). ELEMENTARY										
11 (11). SECONDARY										
12 (12). *TOTAL*										

**FTE - Full-Time Equivalent (Report the decimal fraction of Full-Time)*

OE FORM 4450, 10/68

3. IF YOU HAVE **PUBLIC** SCHOOLS IN YOUR DISTRICT WHOSE TEACHERS AND CHILDREN **DID NOT** PARTICIPATE IN THE ESEA, TITLE II PROGRAM IN ANY OF THE YEARS INDICATED BELOW, SUPPLY THE **NUMBERS** OF THOSE SCHOOLS OPPOSITE THE REASONS GIVEN BELOW FOR **NONPARTICIPATION. FOR EACH** SCHOOL, CONSIDER ONLY THE **MAJOR** REASON FOR NONPARTICIPATION. *(Report each school only once.)* WHEN ELEMENTARY AND SECONDARY GRADES ARE HOUSED IN ONE SCHOOL PLANT, COUNT THEM AS TWO SCHOOLS.

		MAJOR REASONS FOR NONPARTICIPATION OF SCHOOLS' CHILDREN AND TEACHERS a	1965-66 b	1966-67 c	1967-68 d
PUBLIC ELEMENTARY	13	(1). EXCLUDED BY STATE PLAN PROVISION			
		(2). EXCLUDED BY DISTRICT ON THE BASIS OF RELATIVE NEED			
		(3). CHOSE NOT TO PARTICIPATE			
		(4). FAILED TO SUBMIT REQUIRED DOCUMENTATION			
		(5). RECEIVED FUNDS FROM OTHER FEDERAL SOURCES			
	14	(6). OTHER *(Specify)*			
		(7). TOTAL **			
PUBLIC SECONDARY		(8). EXCLUDED BY STATE PLAN PROVISION			
		(9). EXCLUDED BY DISTRICT ON THE BASIS OF RELATIVE NEED			
		(10). CHOSE NOT TO PARTICIPATE			
	15	(11). FAILED TO SUBMIT REQUIRED DOCUMENTATION			
		(12). RECEIVED FUNDS FROM OTHER FEDERAL SOURCES			
		(13). OTHER *(Specify)*			
		(14). TOTAL **			

***These totals, when added to the total number of schools participating (Item 2, Column g) should equal the total number of schools in your district (Item 2, Column b) excluding the 1964-65 total.*

4A. BUDGETARY INFORMATION - REFER TO THE ATTACHED DEFINITIONS BEFORE COMPLETING THIS ITEM. IF YOUR SCHOOL DISTRICT WAS NOT IN EXISTENCE DURING ANY OF THE YEARS INDICATED, ENTER "NA" *(Not Applicable)* IN THE APPROPRIATE BLOCKS. *NOTE: ANNUAL EXPENDITURES FOR INSTRUCTIONAL MATERIALS ARE INCLUDED IN CURRENT EXPENDITURES.*

COLUMN b. For each year, enter the current expenditures from all sources *(Local, State, and Federal sources)* for all public schools in your district.

COLUMN c. For each year, enter the total annual expenditures for instructional materials for all public schools in your district.

COLUMNS d, and e. For each year, enter the annual expenditures for textbooks, for school library resources, and other instructional materials from State and local sources and from funds provided under Public Law 81-874 for all the public schools in your district.

COLUMNS f, g, and h. For each year, enter the annual expenditures from ESEA, Title II for school library resources, textbooks, and other instructional materials for children and teachers in all public schools in your district.

COLUMNS i and j. For each year, enter the annual expenditures for instructional materials from all other Federal sources *(Except ESEA, Title II, and Public Law 81-874)* for all public schools in your district.

(ROUND TO NEAREST DOLLAR)

	SCHOOL YEAR AND LEVEL OF SCHOOL	CURRENT EXPENDITURES FROM ALL SOURCES FOR PUBLIC SCHOOLS	SCHOOL DISTRICT ANNUAL EXPENDITURES FOR INSTRUCTIONAL MATERIALS							
			TOTAL *(Columns d thru j)*	FROM STATE AND LOCAL TAX SOURCES AND PUBLIC LAW 81-874 FOR PUBLIC SCHOOLS		FROM ESEA, TITLE II			FROM ALL OTHER FEDERAL SOURCES FOR PUBLIC SCHOOLS *(Except ESEA II and Public Law 81-874)*	
				TEXTBOOKS	SCHOOL LIBRARY RESOURCES AND OTHER INSTRUCTIONAL MATERIALS	SCHOOL LIBRARY RESOURCES	TEXTBOOKS	OTHER INSTRUCTIONAL MATERIALS	TEXTBOOKS	SCHOOL LIBRARY RESOURCES AND OTHER INSTRUCTIONAL MATERIALS
	a	b	c	d	e	f	g	h	i	j
	1964-65	$	$	$	$				$	$
16	(1). ELEM.									
17	(2). SECONDARY									
	1965-66						$	$		
18	(3). ELEM.									
19	(4). SECONDARY									
	1966-67									
20	(5). ELEM.									
21	(6). SECONDARY									
	1967-68									
22	(7). ELEM.									
23	(8). SECONDARY									
24	(9). *TOTAL (1964-68)*									

4. WHAT WAS THE SOURCE OF EXPENDITURE DATA REPORTED FOR YOUR DISTRICT IN ITEM 4A? *(Check ONE source for each item of expenditure for EACH Year.)* IF YOU CHECK SOURCE #3, SPECIFY IN COLUMN F.

SOURCE #1 - DATA REPORTED WERE PRORATIONS OF DISTRICT WIDE PER PUPIL EXPENDITURE, BY LEVEL. *(District average per pupil expenditure times enrollment by school level, elementary or secondary.)*

SOURCE #2 - DATA REPORTED WERE ACTUAL RECORDED EXPENDITURES BY SCHOOL LEVEL *(Records of expenditures had been kept by school level.)*

SOURCE #3 - OTHER

EXPENDITURES CATEGORY FROM ITEM 4A a	YEAR b	#1 c	#2 d	#3 e	OTHER SOURCE OF DATA REPORTED *(Specify)* f	NO DATA REPORTED g
25	1964-65					
(1). CURRENT EXPENDITURES FROM ALL SOURCES *(Item 4A, Column b)*	1965-66					
	1966-67					
	1967-68					
(2). ANNUAL EXPENDITURES FOR INSTRUCTIONAL MATERIALS FROM STATE AND LOCAL TAX SOURCES AND PUBLIC LAW 81-874 *(Item 4A, Cols. d and e)*	1964-65					
	1965-66					
	1966-67					
	1967-68					
(3). ANNUAL EXPENDITURES FOR INSTRUCTIONAL MATERIALS FROM ESEA TITLE II FOR TEXTBOOKS, SCHOOL LIBRARY RESOURCES AND OTHER INSTRUCTIONAL MATERIALS *(Item 4A, Cols. f, g and h)*	1965-66					
	1966-67					
	1967-68					
(4). ANNUAL EXPENDITURES FOR INSTRUCTIONAL MATERIALS FROM ALL OTHER FEDERAL SOURCES FOR PUBLIC SCHOOLS *(Except ESEA Title II and P.L. 81-874)* *(Item 4A, Cols. i and j)*	1964-65					
	1965-66					
	1966-67					
	1967-68					

5. FACTORS USED FOR DISTRIBUTION OF MATERIALS - In each column, rank the 3 most important factors used each year as a basis for making school library resources, textbooks, and other instructional materials acquired under ESEA, Title II available to children and teachers in public elementary and secondary schools. In each column, the most important factor should be ranked "1", the second most important factor ranked "2", and the third most important factor ranked "3". If any category of materials was not acquired at either level in any of the years, enter "NA" *(Not Applicable)* in the appropriate blocks. If fewer than 3 factors were used, rank only those used.

FACTORS USED FOR THE DISTRIBUTION OF MATERIALS a	1965-66						1967-68					
	ELEMENTARY			SECONDARY			ELEMENTARY			SECONDARY		
	SLR* b	T* c	OIM* d	SLR* e	T* f	OIM* g	SLR* h	T* i	OIM* j	SLR* k	T* l	OIM* m
(1). NEED FOR BASIC COLLECTION FOR NEW MEDIA CENTER												
(2). AVAILABILITY OF MATERIALS FROM OTHER FEDERAL PROGRAMS												
(3). ABILITY OF SCHOOLS TO MAKE MATERIALS ACCESSIBLE *(Media facilities and personnel)*												
26 (4). SPECIAL NEEDS OF PUPILS												
(5). QUANTITY OF MATERIALS AVAILABLE IN SCHOOLS												
(6). CURRICULUM NEEDS												
(7). PER-PUPIL BASIS												
(8). OTHER *(Specify)*												
OTHER *(Specify)*												

**SLR - School Library Resources; T- Textbooks; OIM - Other Instructional Materials*

6. MEDIA PERSONNEL POSITIONS AT THE DISTRICT LEVEL IN 1964-65 AND IN 1967-68 *(Exclude media personnel assigned to work regularly in specific schools.)*

TYPE OF MEDIA PERSONNEL	POSITIONS AT DISTRICT LEVEL *(For each type of media personnel)*						POSITIONS IN COLUMNS e,f and g WHOSE ESTABLISHMENT WAS INFLUENCED BY THE ESEA, TITLE II PROGRAM IN YOUR DISTRICT		
	1964-65			1967-68					
	NO. OF FULL-TIME	PART-TIME		NO. OF FULL-TIME	PART-TIME		NO. OF FULL-TIME	PART-TIME	
		NO.	FTE*		NO.	FTE*		NO.	FTE*
a	b	c	d	e	f	g	h	i	j
27 (1). MEDIA SUPERVISOR(S)									
(2). PROFESSIONALS CONCERNED WITH CENTRALIZED PROCESSING									
28 (3). MEDIA AIDE(S)									
(4). TECHNICIAN(S)									
29 (5). **TOTAL**									

**FTE – Full-Time Equivalent (Report the decimal fraction of Full-time.)*

7. IN YOUR OPINION, IS THE CURRENT NUMBER OF MEDIA STAFF AT THE DISTRICT LEVEL ADEQUATE FOR THE ADMINISTRATION OF THE ESEA, TITLE II PROGRAM IN YOUR DISTRICT? *(Check "YES" or "NO" for each item.)*

(1). PROFESSIONALS *(Media supervisors and professionals concerned with centralized processing)*
☐ YES ☐ NO *(If "NO", give number of additional personnel needed here)* →

(2). MEDIA AIDES AND TECHNICIANS
☐ YES ☐ NO *(If "NO", give number of additional personnel needed here)* →

8. IN YOUR OPINION, WHAT EXPENDITURES FOR THE FOLLOWING INSTRUCTIONAL MATERIALS WOULD HAVE MET THE 1967-68 NEEDS OF THE PUBLIC SCHOOL CHILDREN, AND TEACHERS IN YOUR DISTRICT? *(Round to the nearest dollar)*

(1). SCHOOL LIBRARY RESOURCES	(2). TEXTBOOKS	(3). OTHER INSTRUCTIONAL MATERIALS
$	$	$

9. CHECK ANY OF THE FOLLOWING SCHOOL DISTRICT SERVICES FOR MEDIA PROGRAMS WHICH WERE INITIATED OR GREATLY EXPANDED IN YOUR DISTRICT DURING ANY OF THE YEARS INDICATED. FOR EACH ITEM CHECKED IN COLUMNS b, c, and d, WHAT WAS THE INFLUENCE OF ESEA, TITLE II ON THE EXPANSION OR INITIATION OF THIS SERVICE?

SCHOOL DISTRICT SERVICES FOR MEDIA PROGRAMS	1965-66	1966-67	1967-68	INFLUENCE OF ESEA, TITLE II				
				NONE	SLIGHT	MODERATE	SUBSTANTIAL	DON'T KNOW
a	b	c	d	e	f	g	h	i
30 (1). CONSULTANT SERVICES BY MEDIA SPECIALISTS								
(2). CENTRALIZED ORDERING OF INSTRUCTIONAL MATERIALS								
(3). PREPROCESSING AND CATALOGING OF INSTRUCTIONAL MATERIALS								
(4). CIRCULATION OF INSTRUCTIONAL MATERIALS AMONG SCHOOLS OR INDIVIDUALS FROM A DISTRICT MEDIA CENTER								
(5). MAINTENANCE OF CURRICULUM LABORATORY OR MEDIA CENTER FOR PROFESSIONAL PERSONNEL								

10A. ARE LISTS OR CATALOGS OF MATERIALS ACQUIRED UNDER ESEA, TITLE II AVAILABLE AT THE DISTRICT LEVEL?
☐ YES ☐ NO

10B. ARE LISTS OR CATALOGS OF MATERIALS ACQUIRED UNDER ESEA, TITLE II DISTRIBUTED TO SCHOOLS IN YOUR DISTRICT? ☐ YES ☐ NO

10C. IF YOU ANSWERED "YES" IN ITEM 10B, CHECK ANY OF THE FOLLOWING WHICH ARE INCLUDED IN THE LISTS OR CATALOGS

(1). ☐ SCHOOL LIBRARY RESOURCES (2). ☐ TEXTBOOKS (3). ☐ OTHER INSTRUCTIONAL MATERIALS

11. FROM WHICH OF THE FOLLOWING LOCATIONS WERE MATERIALS PURCHASED WITH ESEA, TITLE II FUNDS MADE AVAILABLE TO CHILDREN AND TEACHERS IN YOUR DISTRICT IN 1967-68? *(Check all that apply.)*

31		(1). CLASSROOM COLLECTIONS
		(2). SCHOOL MEDIA CENTER
		(3). DISTRICT MEDIA CENTER
		(4). REGIONAL MEDIA CENTER *(Multi-district)*
		(5). STATE MEDIA CENTER
		(6). OTHER *(Specify)*

12. CHECK ALL OF THE FOLLOWING PRACTICES THAT WERE USED IN 1967-68 IN SELECTING MATERIALS TO BE PURCHASED UNDER ESEA, TITLE II, FOR USE IN PUBLIC SCHOOLS IN YOUR DISTRICT. IF ANY CATEGORY OF MATERIALS WAS NOT PROVIDED, MARK "NA" *(Not Applicable)* IN THE APPROPRIATE BLOCKS

PRACTICES a	MATERIALS		
	SCHOOL LIBRARY RESOURCES b	TEXT-BOOKS c	OTHER INSTRUCTIONAL MATERIALS d
(1). SELECTION FROM APPROVED STATE OR DISTRICT LISTS ONLY			
(2). SELECTION FROM STANDARD SELECTION TOOLS AND/OR REVIEWING MEDIA			
(3). USE OF PROFESSIONAL BIBLIOGRAPHIES OF MATERIALS			
(4). REVIEW OF MATERIALS BEFORE ORDERING			
(5). SELECTION BY TEACHERS AND OTHER INSTRUCTIONAL PERSONNEL			

13. IN COLUMN b, ESTIMATE THE NUMBER OF INSTRUCTIONAL MATERIALS IN YOUR DISTRICT IN EACH CATEGORY AS OF JUNE 30, 1965. IN COLUMN c, ESTIMATE THE NUMBER OF MATERIALS IN YOUR DISTRICT AS OF JUNE 30, 1968 FROM ALL SOURCES OF FUNDS EXCEPT ESEA, TITLE II. IN COLUMN d, REPORT THE NUMBER OF MATERIALS IN THE DISTRICT, AS OF JUNE 30, 1968, WHICH HAD BEEN ACQUIRED UNDER ESEA, TITLE II BETWEEN JULY 1, 1965 AND JUNE 30, 1968. IF MATERIALS IN ANY OF THE THREE CATEGORIES HAVE NOT BEEN ACQUIRED UNDER ESEA, TITLE II, MARK "NA" *(Not Applicable)* IN THE APPROPRIATE BLOCK.

		CATEGORIES OF MATERIALS a	TOTAL NUMBER OF		
			INSTRUCTIONAL MATERIALS IN DISTRICT ON JUNE 30, 1965 b	INSTRUCTIONAL MATERIALS IN DISTRICT AS OF JUNE 30, 1968 EXCLUDING THOSE ACQUIRED UNDER ESEA, TITLE II c	INSTRUCTIONAL MATERIALS IN DISTRICT ON JUNE 30, 1968 WHICH HAD BEEN ACQUIRED UNDER ESEA, TITLE II BETWEEN JULY 1, 1965 AND JUNE 30, 1968 d
32	(1)	**TOTAL SCHOOL LIBRARY RESOURCES** *(See definitions)*			
	(2)	BOOKS *(Number of volumes)*	▨	▨	
	(3)	PERIODICALS AND NEWSPAPERS*	▨	▨	
	(4)	AUDIO-VISUAL MATERIALS**	▨	▨	
	(5)	**TOTAL TEXTBOOKS** *(Number of volumes) (See definitions)*			
33	(6)	**TOTAL OTHER INSTRUCTIONAL MATERIALS** *(See definitions)*			
	(7)	BOOKS *(Number of volumes)*	▨	▨	
	(8)	PERIODICALS AND NEWSPAPERS*	▨	▨	
	(9)	AUDIO-VISUAL MATERIALS**	▨	▨	

Report the number of periodical and newspaper subscriptions.

***Count films, filmstrips, tape recordings, disk recordings, slides, transparencies, and other audio-visual materials by physical item - reel, disk, or frame.*

14. ESTIMATE THE PROPORTION OF THE PUPILS IN YOUR DISTRICT WHO ARE MEMBERS OF THE FOLLOWING MINORITY GROUPS *(Enter "None", if there are none)*

	PERCENT	SPANISH-SURNAMED AMERICAN OF:	PERCENT	SPANISH-SURNAMED AMERICAN OF:	PERCENT
34 (1). AMERICAN INDIAN	%	(4). CUBAN DESCENT	%	(7). SPANISH DESCENT	%
(2). NEGRO	%	(5). MEXICAN DESCENT	%	(8). LATIN AMERICAN DESCENT	%
(3). ORIENTAL	%	(6). PUERTO RICAN DESCENT	%		

15. ESTIMATE THE PROPORTION OF PUPILS ATTENDING SCHOOL IN THIS DISTRICT WHO BELONG TO THE FOLLOWING GROUPS. THE PERCENTAGES YOU PROVIDE SHOULD TOTAL 100%	PERCENT
(1). CHILDREN OF PROFESSIONAL, TECHNICAL, AND MANAGERIAL WHITE COLLAR WORKERS	%
(2). CHILDREN OF OTHER WHITE COLLAR WORKERS SUCH AS CLERICAL AND SALES WORKERS	%
(3). CHILDREN OF LABORERS, SERVICE WORKERS, AND SKILLED, SEMI-SKILLED, AND UNSKILLED BLUE COLLAR WORKERS *(Except agricultural workers)*	%
(4). CHILDREN OF RURAL AGRICULTURAL WORKERS *(Except migrant workers)*	%
(5). CHILDREN OF MIGRANT FARM WORKERS	%
(6). CHILDREN OF WELFARE RECIPIENTS OR THE CHRONICALLY UNEMPLOYED	%
(7). **TOTAL**	100%

N[illegible]: *The following item refers to data provided in the* **PUBLIC SCHOOL SUPPLEMENT** *for individual schools in this survey.*

16. WHAT WAS THE SOURCE OF EXPENDITURE DATA REPORTED FOR INDIVIDUAL SCHOOLS IN THE SCHOOL SUPPLEMENT ITEM 2? *(Check one [illegible] each item of expenditure for each year.)* IF YOU CHECK SOURCE #3, SPECIFY IN COLUMN f.

SOURCE #1 - Data reported were prorations by school of district-wide per pupil expenditures *(District average per pupil expenditure times school enrollment)*

SOURCE #2 -- Data reported were actual recorded expenditures by school. *(Records of expenditures had been kept for each school)*

SOURCE #3 -- Other

EXPENDITURES CATEGORY *(From Public School Supplement, Item 3a)* a	YEAR b	#1 c	#2 d	#3 e	OTHER SOURCE OF DATA REPORTED *(Specify)* f	NO DATA REPORTED g
(1). CURRENT EXPENDITURES FROM ALL SOURCES	1964-65					
	1965-66					
	1966-67					
	1967-68					
(2). ANNUAL EXPENDITURES FOR INSTRUCTIONAL MATERIALS FROM STATE AND LOCAL TAX SOURCES AND PUBLIC LAW 81-874	1964-65					
	1965-66					
	1966-67					
	1967-68					
(3). ANNUAL EXPENDITURES FOR INSTRUCTIONAL MATERIALS FROM ESEA, TITLE II; FOR TEXTBOOKS, SCHOOL LIBRARY RESOURCES AND OTHER INSTRUCTIONAL MATERIALS	1965-66					
	1966-67					
	1967-68					
(4). ANNUAL EXPENDITURES FOR INSTRUCTIONAL MATERIALS FROM ALL OTHER FEDERAL SOURCES FOR PUBLIC SCHOOLS *(Except ESEA, Title II and Public Law 81-874)*	1964-65					
	1965-66					
	1966-67					
	1967-68					

SIGNATURE OF RESPONDENT	TELEPHONE *(Respondent)*		DATE
	AREA CODE	NUMBER	

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

ESEA, TITLE II SURVEY
SCHOOL DISTRICT QUESTIONNAIRE - PUBLIC SCHOOL SUPPLEMENT

BUDGET BUREAU NO. 51-S68016
APPROVAL EXPIRES 6/30/69

Data on this questionnaire are to he supplied for the school indicated on the label at the left.

1. FOR EACH YEAR, 1964-65 1965-66, 1966-67, and 1967-68, ENTER THE NUMBER OF INSTRUCTIONAL PERSONNEL ASSIGNED TO THE SCHOOL AND THE NUMBER OF CHILDREN ENROLLED IN THE SCHOOL. PROVIDE THE **FALL ENROLLMENT** ON **OCTOBER** 1 OF EACH YEAR INDICATED.

SCHOOL YEAR	TOTAL NUMBER OF INSTRUCTIONAL PERSONNEL			NUMBER OF CHILDREN *(October 1 enrollment)*
	FULL-TIME	PART-TIME		
		NUMBER	FULL-TIME EQUIVALENT	
a	b	c	d	e
(1). 1964-65				
(2). 1965-66				
(3). 1966-67				
(4). 1967-68				

2. THE FOLLOWING INSTRUCTIONS ARE TO BE FOLLOWED WHEN COMPLETING THE ITEM BELOW FOR EACH SCHOOL IN YOUR DISTRICT THAT IS IN THIS SURVEY SAMPLE. REFER TO THE ATTACHED DEFINITIONS BEFORE COMPLETING THE ITEM. IF A SCHOOL IN THIS SAMPLE WAS NOT IN EXISTENCE DURING ANY OF THE YEARS INDICATED, ENTER "NA" *(Not Applicable)* IN THE APPROPRIATE BLOCKS. PLEASE PROVIDE **ACTUAL EXPENDITURES** FOR EACH SCHOOL IN THE SAMPLE. IF THESE DATA ARE NOT AVAILABLE, ESTIMATE. *NOTE: CURRENT EXPENDITURES INCLUDE EXPENDITURES FOR INSTRUCTIONAL MATERIALS.*

COLUMN b. For each year, enter the current expenditures from all sources for this school.

COLUMN c. For each year, enter the total annual expenditures for instructional materials for this school *(Total of Columns d through j)*.

COLUMN d. For each year, enter the annual expenditures for textbooks from State and local sources and from funds provided under Public Law 81-874 for this school.

COLUMN e. For each year, enter the annual expenditures for school library resources and other instructional materials from State and local sources and from funds provided under Public Law 81-874 for this school.

COLUMNS f through h. For each year enter the annual expenditure from ESEA, Title II for textbooks *(Column f)* school library resources *(Column g)* and other instructional materials *(Column h)*.

COLUMN i. For each year, enter the annual expenditures for textbooks from all other Federal sources *(Except ESEA Title II and Public Law 81-874)*.

COLUMN j. For each year, enter the annual expenditures for school library resources and other instructional materials from all other Federal sources *(Except ESEA Title II and Public Law 81-874)*.

YEAR	CURRENT EXPENDITURES FROM ALL SOURCES	ANNUAL EXPENDITURES FOR INSTRUCTIONAL MATERIALS							
		TOTAL (From all sources, Columns d-j)	FROM STATE AND LOCAL TAX SOURCES AND PUBLIC LAW 81-874		FROM ESEA TITLE II			FROM ALL OTHER FEDERAL SOURCES *(Except ESEA Title II and Public Law 81-874)*	
			TEXTBOOKS	SCHOOL LIBRARY RESOURCES AND OTHER INSTRUCTIONAL MATERIALS	TEXTBOOKS	SCHOOL LIBRARY RESOURCES	OTHER INSTRUCTIONAL MATERIALS	TEXTBOOKS	SCHOOL LIBRARY RESOURCES AND OTHER INSTRUCTIONAL MATERIALS
a	b	c	d	e	f	g	h	i	j
(1). 1964-65					▨	▨	▨		
(2). 1965-66									
(3). 1966-67									
(4). 1967-68									

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

BUDGET BUREAU NO. 51-S68016
APPROVAL EXPIRES: 6/30/69

ESEA, TITLE II SURVEY

SCHOOL DISTRICT QUESTIONNAIRE - PRIVATE SCHOOL SUPPLEMENT

This questionnaire is to be completed by the agency responsible for administering the **ESEA**, Title II program to children and teachers in private schools.

1. CHECK THE AGENCY RESPONSIBLE FOR ADMINISTERING THE ESEA, TITLE II PROGRAM FOR CHILDREN AND TEACHERS IN PRIVATE SCHOOLS IN YOUR DISTRICT

01
☐ (1). STATE EDUCATION AGENCY
☐ (2). PUBLIC SCHOOL DISTRICT
☐ (3). OTHER *(Specify)*
☐ (4). DON'T KNOW*

* *If you answered "don't know", please return this questionnaire with the others from your district.*

2. FROM WHICH OF THE FOLLOWING LOCATIONS ARE MA[illegible]LS PURCHASED WITH ESEA, TITLE II FUNDS MADE AVAILABLE TO CHILDREN AND TEACHERS IN **PRIVATE** SCHOOLS? *(Check all th[illegible] apply.)*

☐ *(1)* PUBLIC SCHOOL MEDIA CENTERS
☐ *(2)* PRIVATE SCHOOL MEDIA CENTERS
☐ (3) DISTRICT MEDIA CENTER
☐ (4) REGIONAL MEDIA CENTER *(Multi-district)*
☐ *(5)* STATE MEDIA CENTER
☐ *(6)*. PRIVATE SCHOOL CLASSROOMS
☐ *(7)*. OTHER *(Specify)*

3. PLEASE SUPPLY THE FOLLOWING INFORMATION FOR ALL **PRIVATE** SCHOOLS IN YOUR DISTRICT AND FOR THOSE WHOSE TEACHERS AND CHILDREN PARTICIPATE IN THE PROGRAM. ESTIMATE IF NECESSARY.

COLUMN b. Enter the total number of **private** schools in your district on **October 1** each year, and for each level of school itemized in Column a.
COLUMN c. Enter the total number of instructional personnel in **private** schools in your district on **October 1** each year and for each level of school itemized in Column a.
COLUMN d. Enter the total number of children **enrolled** in **private** schools in your district on **October 1** for each year and for each level of school itemized in Column a.

COLUMN e. Enter the number of **private** schools whose children and instructional personnel participated in **ESEA**, Title II for each level of school itemized in Column a.
COLUMN f. Enter the number of instructional personnel employed by the **private** schools entered in Column e.
COLUMN g. Enter the number of children enrolled on **October 1** of each year indicated in the schools entered in Column e.

YEAR AND LEVEL OF SCHOOL *(Private schools)* a	TOTAL NUMBER OF PRIVATE SCHOOLS IN YOUR DISTRICT b	INSTRUCTIONAL PERSONNEL IN PRIVATE SCHOOLS IN YOUR DISTRICT *(On October 1)* c	PRIVATE SCHOOL CHILDREN IN YOUR DISTRICT *(Enrollment on October 1)* d	PRIVATE SCHOOLS ENROLLING PARTICIPATING CHILDREN e	PRIVATE SCHOOL INSTRUCTIONAL PERSONNEL PARTICIPATING f	PRIVATE SCHOOL CHILDREN PARTICIPATING *(Enrollment on October 1)* g
1964-65						
(1). ELEM.				▨	▨	▨
(2). SECONDARY				▨	▨	▨
02 (3). *TOTAL (Lines 1 & 2)*				▨	▨	▨
1965-66						
(4). ELEM.						
03 (5). SECONDARY						
(6). *TOTAL (Lines 4 & 5)*						
1966-67						
04 (7). ELEM.						
(8). SECONDARY						
05 (9). *TOTAL (Lines 7 & 8)*						
1967-68						
(10). ELEM.						
06 (11). SECONDARY						
(12). *TOTAL (Lines 10 & 11)*						

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4. IF YOU HAVE **PRIVATE** SCHOOLS IN YOUR DISTRICT WHOSE TEACHERS AND CHILDREN **DID NOT** PARTICIPATE IN THE ESEA, TITLE II PROGRAM DURING 1967-68, SUPPLY THE **NUMBER** OF THOSE **PRIVATE** SCHOOLS OPPOSITE THE REASONS GIVEN FOR NONPARTICIPATION. FOR EACH SCHOOL, CONSIDER ONLY THE MAJOR REASON FOR NONPARTICIPATION. *(Report each school only once.)*

MAJOR REASONS FOR NONPARTICIPATION OF SCHOOLS' CHILDREN AND TEACHERS	NUMBER OF PRIVATE SCHOOLS
(1). NOT IN COMPLIANCE WITH TITLE VI OF THE CIVIL RIGHTS ACT OF 1964	
(2). EXCLUDED BY STATE PLAN PROVISION	
(3). EXCLUDED BY DISTRICT ON THE BASIS OF RELATIVE NEED	
(4). CHOSE NOT TO PARTICIPATE	
(5). FAILED TO SUBMIT REQUIRED DOCUMENTATION	
(6). UNABLE TO DETERMINE REASON	
(7). OTHER *(Specify)*	
(8). *TOTAL (When added to the 1967-68 total for private schools given in Item 1, Line 12, Column e, should equal the total number of private schools in your district in 1967-68 as given in Item 3, Line 12, Column b.)*	

5. WHAT WERE THE ANNUAL EXPENDITURES OF ESEA, **TITLE II FUNDS** FOR INSTRUCTIONAL MATERIALS, SPECIFICALLY FOR THE USE OF TEACHERS AND CHILDREN IN **PRIVATE** SCHOOLS IN EACH OF THE YEARS SPECIFIED? *(ROUND TO NEAREST DOLLAR)*

ESEA, TITLE II EXPENDITURES		
(1). 1965-66	(2). 1966-67	(3). 1967-68
$	$	$

6. GIVE THE NUMBER OF **PRIVATE** SCHOOLS IN THE DISTRICT WHOSE CHILDREN AND TEACHERS PARTICIPATED IN THE ESEA, TITLE II PROGRAM **AND** WHICH HAD **PRIVATE SCHOOL FUNDS** FOR INSTRUCTIONAL MATERIALS DURING THE YEARS SPECIFIED *(Estimate if necessary.)*

NUMBER OF SCHOOLS RECEIVING PRIVATE FUNDS FOR INSTRUCTIONAL MATERIALS		
(1). 1965-66	(2). 1966-67	(3). 1967-68

7. IN THE ITEM BELOW, RANK THE **THREE** MOST IMPORTANT FACTORS USED IN 1967-68 FOR MAKING MATERIALS ACQUIRED UNDER ESEA, TITLE II AVAILABLE TO CHILDREN AND TEACHERS IN **PRIVATE** SCHOOLS. THE MOST IMPORTANT FACTOR SHOULD BE RANKED "1", THE SECOND "2", AND THE THIRD "3". GIVE SEPARATE RANKINGS FOR SCHOOL LIBRARY RESOURCES, TEXTBOOKS, AND OTHER INSTRUCTIONAL MATERIALS.

08

FACTORS USED FOR THE DISTRIBUTION OF MATERIALS	SCHOOL LIBRARY RESOURCES	TEXTBOOKS	OTHER INSTRUCTIONAL MATERIALS	FACTORS USED FOR THE DISTRIBUTION OF MATERIALS	SCHOOL LIBRARY RESOURCES	TEXTBOOKS	OTHER INSTRUCTIONAL MATERIALS
a	b	c	d	a	b	c	d
(1). PER-PUPIL BASIS				(5). ABILITY OF SCHOOL TO MAKE MATERIALS ACCESSIBLE *(Media facilities and personnel)*			
(2). AMOUNT OF MATERIALS NOW AVAILABLE IN SCHOOL				(6). OTHER *(Specify)*			
(3). SPECIAL NEEDS OF PUPILS							
(4). CURRICULUM NEEDS							

RESPONDENT

SIGNATURE	TELEPHONE		DATE
	AREA CODE	NUMBER	

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

ESEA, TITLE II SURVEY
SCHOOL PRINCIPAL QUESTIONNAIRE

BUDGET BUREAU NO. 51-S68018
APPROVAL EXPIRES: 6/30/69

IMPORTANT: Please review the definitions BEFORE completing this questionnaire and refer to them as you provide your answers.

01 1. CHECK THE **HIGHEST** GRADE AND THE **LOWEST** GRADE INCLUDED IN YOUR SCHOOL IN 1967-68

PRE-K	K	1	2	3	4	5	6	7	8	9	10	11	12

2. YEARS AS PRINCIPAL OF THIS SCHOOL AS OF **JUNE 1968** *(Check one)*

☐ (1). Less than 1 year
☐ (2). At least 1 year, but less than 3 years
☐ (3). At least 3 years, but less than 4 years
☐ (4). Four or more years

3. NUMBER OF HOURS PER WEEK CLASSES FOR THE HIGHEST GRADE CHECKED IN ITEM 1 ARE IN SESSION

4. CHECK THE PERCENTAGE OF CLASSES IN YOUR SCHOOL THAT ARE DESIGNED FOR PHYSICALLY, MENTALLY, OR EMOTIONALLY HANDICAPPED STUDENTS
(1) ☐ 0-25% (2) ☐ 26-50%
(3) ☐ 51-75% (4) ☐ 76-100%

5. CHECK YEARS THAT INSTRUCTIONAL MATERIALS PURCHASED WITH ESEA, TITLE II FUNDS WERE AVAILABLE TO STUDENTS AND TEACHERS IN THIS SCHOOL
(1) ☐ 1965-66 (2) ☐ 1966-67
(3) ☐ 1967-68

6. ENTER IN THE APPROPRIATE COLUMNS THE NUMBERS OF MEDIA PERSONNEL ASSIGNED TO THIS SCHOOL IN EACH OF THE YEARS INDICATED. IF THE SCHOOL WAS NOT IN EXISTENCE DURING ANY OF THE YEARS INDICATED, ENTER "NA" *(Not Applicable)* IN THE APPROPRIATE COLUMNS. IF NO MEDIA PERSONNEL WERE REGULARLY ASSIGNED TO THE SCHOOL DURING THE YEARS INDICATED, DO NOT ENTER THE INFORMATION BELOW BUT CHECK HERE ☐ AND CONTINUE TO ITEMS 7 AND 8.

MEDIA PERSONNEL	TOTAL NUMBER OF MEDIA PERSONNEL						NUMBER OF PERSONNEL IN 1967-68 APPOINTED PRIMARILY AS A RESULT OF THE ESEA, TITLE II PROGRAM		
	IN 1964-65			IN 1967-68					
	FULL-TIME	PART-TIME		FULL-TIME	PART-TIME		FULL-TIME	PART-TIME	
a	b	NUMBER c	FTE* d	e	NUMBER f	FTE* g	h	NUMBER i	FTE* j
(1). Media specialist(s)									
(2). Other certified personnel serving as media specialist(s)									
02 (3). Media aide(s)									
(4). Technician(s)									
03 (5). Volunteer(s)									

**FTE -- Full-Time Equivalent*

7. ESTIMATE THE PERCENT OF THE PUPILS IN YOUR SCHOOL WHO ARE MEMBERS OF THE FOLLOWING MINORITY GROUPS *(Enter "none" if there are none.)*	PERCENT
(1). American Indian	%
(2). Negro	%
(3). Oriental	%
SPANISH-SURNAMED AMERICAN OF:	
(4). Cuban descent	%
(5). Mexican descent	%
(6). Puerto Rican descent	%
(7). Spanish descent	%
(8). Latin American descent	%

8. ESTIMATE THE PERCENT OF THE PUPILS IN YOUR SCHOOL WHO BELONG TO THE FOLLOWING GROUPS *(See definitions)*	PERCENT
(1). Children of professional, technical, and managerial white collar workers	%
(2). Children of other white collar workers such as clerical and sales workers	%
(3). Children of laborers, service workers, and skilled, semi-skilled, and unskilled blue collar workers *(Except agricultural workers)*	%
(4). Children of rural agricultural workers *(Except migrant workers)*	%
(5). Children of migrant farm workers	%
(6). Children of welfare recipients or the chronically unemployed	%
(7). *TOTAL*	100 %

SIGNATURE OF PRINCIPAL
DATE

TELEPHONE	AREA CODE	NUMBER

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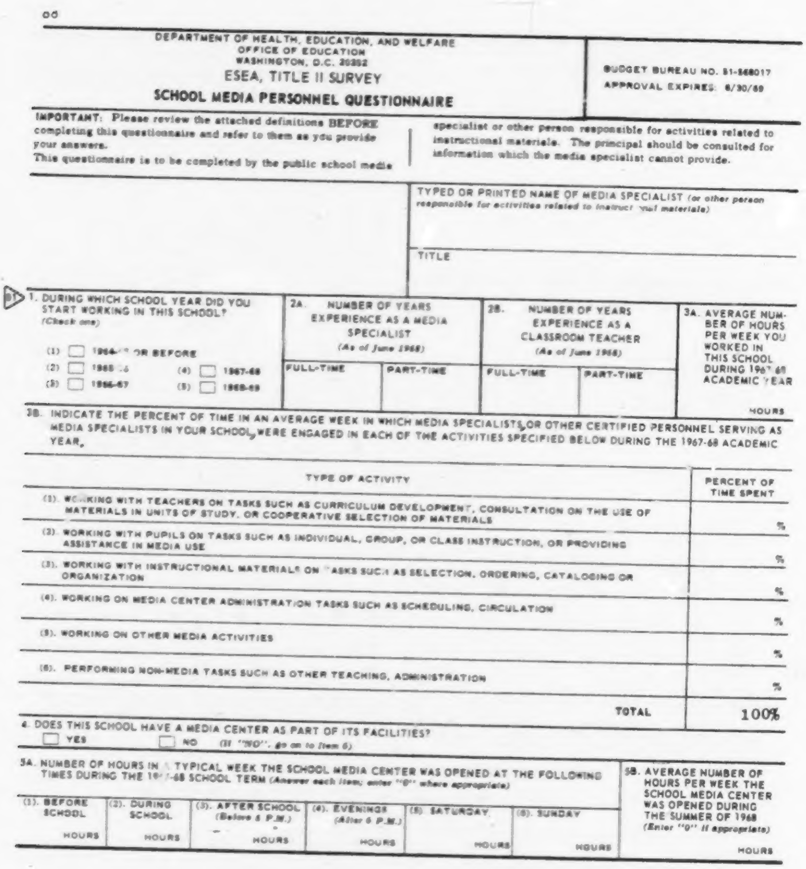

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

ESEA, TITLE II SURVEY

SCHOOL MEDIA PERSONNEL QUESTIONNAIRE

BUDGET BUREAU NO. 51-568017
APPROVAL EXPIRES: 6/30/69

IMPORTANT: Please review the attached definitions BEFORE completing this questionnaire and refer to them as you provide your answers.

This questionnaire is to be completed by the public school media specialist or other person responsible for activities related to instructional materials. The principal should be consulted for information which the media specialist cannot provide.

TYPED OR PRINTED NAME OF MEDIA SPECIALIST *(or other person responsible for activities related to instructional materials)*

TITLE

1. DURING WHICH SCHOOL YEAR DID YOU START WORKING IN THIS SCHOOL? *(Check one)*	2A. NUMBER OF YEARS EXPERIENCE AS A MEDIA SPECIALIST *(As of June 1968)*		2B. NUMBER OF YEARS EXPERIENCE AS A CLASSROOM TEACHER *(As of June 1968)*		3A. AVERAGE NUMBER OF HOURS PER WEEK YOU WORKED IN THIS SCHOOL DURING 1967-68 ACADEMIC YEAR
(1) ☐ 1964-65 OR BEFORE (2) ☐ 1965-66 (3) ☐ 1966-67 (4) ☐ 1967-68 (5) ☐ 1968-69	FULL-TIME	PART-TIME	FULL-TIME	PART-TIME	HOURS

3B. INDICATE THE PERCENT OF TIME IN AN AVERAGE WEEK IN WHICH MEDIA SPECIALISTS, OR OTHER CERTIFIED PERSONNEL SERVING AS MEDIA SPECIALISTS IN YOUR SCHOOL, WERE ENGAGED IN EACH OF THE ACTIVITIES SPECIFIED BELOW DURING THE 1967-68 ACADEMIC YEAR.

TYPE OF ACTIVITY	PERCENT OF TIME SPENT
(1). WORKING WITH TEACHERS ON TASKS SUCH AS CURRICULUM DEVELOPMENT, CONSULTATION ON THE USE OF MATERIALS IN UNITS OF STUDY, OR COOPERATIVE SELECTION OF MATERIALS	%
(2). WORKING WITH PUPILS ON TASKS SUCH AS INDIVIDUAL, GROUP, OR CLASS INSTRUCTION, OR PROVIDING ASSISTANCE IN MEDIA USE	%
(3). WORKING WITH INSTRUCTIONAL MATERIALS ON TASKS SUCH AS SELECTION, ORDERING, CATALOGING OR ORGANIZATION	%
(4). WORKING ON MEDIA CENTER ADMINISTRATION TASKS SUCH AS SCHEDULING, CIRCULATION	%
(5). WORKING ON OTHER MEDIA ACTIVITIES	%
(6). PERFORMING NON-MEDIA TASKS SUCH AS OTHER TEACHING, ADMINISTRATION	%
TOTAL	100%

4. DOES THIS SCHOOL HAVE A MEDIA CENTER AS PART OF ITS FACILITIES?
☐ YES ☐ NO *(If "NO", go on to Item 6)*

5A. NUMBER OF HOURS IN A TYPICAL WEEK THE SCHOOL MEDIA CENTER WAS OPENED AT THE FOLLOWING TIMES DURING THE 1967-68 SCHOOL TERM *(Answer each item; enter "0" where appropriate)*						5B. AVERAGE NUMBER OF HOURS PER WEEK THE SCHOOL MEDIA CENTER WAS OPENED DURING THE SUMMER OF 1968 *(Enter "0" if appropriate)*
(1). BEFORE SCHOOL	(2). DURING SCHOOL	(3). AFTER SCHOOL *(Before 6 P.M.)*	(4). EVENINGS *(After 6 P.M.)*	(5). SATURDAY	(6). SUNDAY	
HOURS	HOURS	HOURS	HOURS	HOURS	HOURS	HOURS

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6. IN COLUMN b ESTIMATE THE NUMBER OF INSTRUCTIONAL MATERIALS IN YOUR SCHOOL IN EACH CATEGORY AS OF JUNE 30, 1965. IN COLUMN c ESTIMATE THE NUMBER OF MATERIALS IN YOUR SCHOOL AS OF JUNE 30, 1968, FROM ALL SOURCES OF FUNDS **EXCEPT** ESEA, TITLE II. IN COLUMN d REPORT THE NUMBER OF MATERIALS IN THE SCHOOL, AS OF JUNE 30, 1968, WHICH HAD BEEN ACQUIRED UNDER ESEA, TITLE II BETWEEN JULY 1, 1965 AND JUNE 30, 1968. IF MATERIALS IN ANY OF THE 3 CATEGORIES HAVE NOT BEEN ACQUIRED UNDER ESEA, TITLE II, MARK "NA" *(Not Applicable)* IN THE APPROPRIATE BLOCK.

		TOTAL NUMBER OF		
	CATEGORIES OF MATERIALS a	INSTRUCTIONAL MATERIALS IN SCHOOL ON JUNE 30, 1965 b	INSTRUCTIONAL MATERIALS IN SCHOOL ON JUNE 30, 1968, EXCLUDING THOSE ACQUIRED UNDER ESEA, TITLE II c	INSTRUCTIONAL MATERIALS IN SCHOOL ON JUNE 30, 1968, WHICH HAD BEEN ACQUIRED UNDER ESEA, TITLE II BETWEEN JULY 1, 1965 AND JUNE 30, 1968 d
02 (1)	**TOTAL SCHOOL LIBRARY RESOURCES** *(See definition)*			
(2)	BOOKS *(Number of volumes)*	▨	▨	
(3)	PERIODICALS AND NEWSPAPERS*	▨	▨	
(4)	AUDIO-VISUAL MATERIALS**	▨	▨	
03 (5)	**TEXTBOOKS** *(Number of volumes)* *(See definition)*			
(6)	**TOTAL OTHER INSTRUCTIONAL MATERIALS** *(See definition)*			
04 (7)	BOOKS *(Number of volumes)*	▨	▨	
(8)	PERIODICALS AND NEWSPAPERS*	▨	▨	
(9)	AUDIO-VISUAL MATERIALS**	▨	▨	

**Report the number of periodical and newspaper subscriptions.*

***Count films, filmstrips, tape recordings, disk recordings, slides, transparencies, and other audio-visual materials by physical item - reel, disk or frame.*

7. INDICATE THE AVERAGE LENGTH OF TIME AUDIO-VISUAL AND PRINTED MATERIALS CAN BE BORROWED FROM EACH OF THE LOCATIONS LISTED *(Check one time for each material and for each location.)*

LOCATION OF MATERIALS a	TYPE OF MATERIAL b	NO CIRCULATION c	24 HOURS OR LESS d	MORE THAN 24 HOURS BUT LESS THAN 2 WEEKS e	AT LEAST 2 WEEKS BUT LESS THAN 4 WEEKS f	AT LEAST 4 WEEKS BUT LESS THAN 6 MONTHS g	6 MONTHS OR LONGER h	NOT APPLICABLE i
(1). CLASSROOMS	AUDIO-VISUAL							
	PRINTED							
(2). SCHOOL MEDIA CENTER	AUDIO-VISUAL							
	PRINTED							
(3). DISTRICT MEDIA CENTER	AUDIO-VISUAL							
	PRINTED							
(4). REGIONAL MEDIA CENTER *(Multi-district)*	AUDIO-VISUAL							
	PRINTED							
(5). STATE MEDIA CENTER	AUDIO-VISUAL							
	PRINTED							
(6). OTHER (Specify)	AUDIO-VISUAL							
	PRINTED							

8. CHECK IN COLUMNS b-e WHETHER IN JUNE 1968 YOUR SCHOOL MET THE STATE AND AMERICAN LIBRARY ASSOCIATION 1960 STANDARDS INDICATED. IF YOU CHECK "NO" IN COLUMNS c OR e, ESTIMATE IN COLUMNS f AND g THE NUMBER OF YEARS REQUIRED TO MEET THE STANDARDS IF FUNDS CONTINUE AT THE 1967-68 LEVEL.

ITEMS INCLUDED IN QUANTITATIVE STANDARDS	IN JUNE 1968 DID YOUR SCHOOL MEET THE QUANTITATIVE STATE OR A.L.A. STANDARDS?				NO. OF YEARS REQUIRED TO MEET STANDARDS IF FUNDS CONTINUE AT THE 1967-68 LEVEL	
	STATE		ALA 1960*			
a	YES b	NO c	YES d	NO e	STATE f	ALA 1960* g
03 (1). LIBRARY BOOKS						
(2). PERIODICALS						
(3). AUDIO-VISUAL MATERIALS						
(4). ANNUAL PER PUPIL EXPENDITURE FROM ALL SOURCES OF FUNDS FOR LIBRARY BOOKS AND AUDIO-VISUAL MATERIALS						

*American Library Association. *STANDARDS FOR SCHOOL LIBRARY PROGRAMS.* Chicago, Illinois: the Association, 1960. 132p.

10. WERE ANY OF THE FOLLOWING MEDIA SERVICES PROVIDED TO YOUR SCHOOL BY THE DISTRICT DURING THE 1967-68 SCHOOL YEAR? *(Check "yes" or "no" for each item.)*

MEDIA SERVICES a	YES b	NO c
(1). CONSULTANT SERVICES BY MEDIA SPECIALIST(S)		
(2). CENTRALIZED ORDERING OF INSTRUCTIONAL MATERIALS		
(3). PREPROCESSING AND CATALOGING OF INSTRUCTIONAL MATERIALS		
(4). CIRCULATION OF INSTRUCTIONAL MATERIALS AMONG SCHOOLS OR INDIVIDUALS FROM A DISTRICT MEDIA CENTER		
(5). CURRICULUM LABORATORY OR MEDIA CENTER FOR PROFESSIONAL SCHOOL PERSONNEL		
(6). OTHER *(Specify)*		

9. FROM WHICH OF THE FOLLOWING LOCATIONS COULD SCHOOL LIBRARY RESOURCES AND OTHER INSTRUCTIONAL MATERIALS PURCHASED WITH ESEA, TITLE II FUNDS BE BORROWED BY CHILDREN AND TEACHERS IN YOUR SCHOOL DURING 1967-68? *(Check all that apply)*

LOCATION OF MATERIALS a	CHILDREN b	TEACHERS c
(1). CLASSROOM COLLECTIONS		
(2). SCHOOL MEDIA CENTER *(In this school plant)*		
(3). DISTRICT MEDIA CENTER		
(4). REGIONAL MEDIA CENTER *(Multi-district)*		
(5). STATE MEDIA CENTER		
(6). OTHER *(Specify)*		

11. IS THE AUDIO-VISUAL EQUIPMENT IN YOUR SCHOOL ADEQUATE FOR THE USE OF EACH OF THE FOLLOWING TYPES OF AUDIO-VISUAL MATERIALS? *(Check "yes" or "no" for each item.) (If these materials are not available, check "not applicable")*

MATERIALS a	YES b	NO c	NOT APPLICABLE d
(1). MOTION PICTURES			
(2). FILMSTRIPS			
(3). DISK RECORDINGS			
(4). TAPE RECORDINGS			
(5). SLIDES			
(6). TRANSPARENCIES			
(7). PROGRAMED MATERIALS			
(8). MAPS, CHARTS, GRAPHS			
(9). OTHER *(Specify)*			

12. IN THE ITEM BELOW, RANK YOUR SCHOOL'S 3 HIGHEST PRIORITY NEEDS FOR INSTRUCTIONAL MATERIALS, MARKING THE HIGHEST PRIORITY "1", THE SECOND HIGHEST PRIORITY "2", AND THE THIRD HIGHEST PRIORITY "3". IF ELEMENTARY GRADES OR SECONDARY GRADES ARE NOT INCLUDED IN YOUR SCHOOL, MARK "NA" *(Not Applicable)* FOR EXCLUDED GRADES.

INSTRUCTIONAL MATERIALS	GRADES		INSTRUCTIONAL MATERIALS	GRADES	
a	ELEMENTARY b	SECONDARY c	a	ELEMENTARY b	SECONDARY c
04 (1). MATERIALS FOR THE HANDICAPPED			(7). SUPPLEMENTARY TEXTBOOKS		
(2). HIGH-INTEREST LOW-VOCABULARY MATERIALS			(8). AUDIO-VISUAL MATERIALS FOR INDIVIDUAL PUPIL USE		
(3). MATERIALS FOR TEACHING ENGLISH AS A SECOND LANGUAGE			(9). AUDIO-VISUAL MATERIALS FOR TEACHERS TO USE IN CLASSROOMS		
(4). MATERIALS WHICH FOSTER INTERCULTURAL UNDERSTANDING			(10). PROGRAMED MATERIALS		
(5). MATERIALS FOR ADVANCED PLACEMENT OR INDEPENDENT STUDY			(11). OTHER *(Specify)*		
(6). LIBRARY BOOKS FOR BASIC COLLECTION					

13. FOR EACH OF THE FOLLOWING TYPES OF ORGANIZATION OR FACILITY, CHECK WHETHER IT WAS EXISTING IN 1964-65, IMPROVED SINCE 1964-65, OR INSTITUTED SINCE 1964-65. IF THE ORGANIZATION OR FACILITY WAS INSTITUTED OR IMPROVED AFTER 1964-65 INDICATE THE EXTENT TO WHICH THE ESEA, TITLE II PROGRAM WAS INFLUENTIAL IN EFFECTING THESE DEVELOPMENTS.

ORGANIZATION OR FACILITY IN THIS SCHOOL	EXISTING IN 1964-65		IMPROVED SINCE 1964-65		INSTITUTED SINCE 1964-65		EXTENT TO WHICH THE ESEA, TITLE II PROGRAM INFLUENCED THE CHANGE SINCE 1964-65					
	YES	NO	YES	NO	YES	NO	NO EXTENT 1	SLIGHT 2	MODERATE 3	SUBSTANTIAL 4	DON'T KNOW	NOT APPLICABLE
a	b	c	d	e	f	g	h	i	j	k	l	m
07 (1). CLASSROOM COLLECTIONS OF MATERIALS												
(2). CATALOGING OF CLASSROOM COLLECTIONS												
(3). MEDIA CENTER												
(4). AUDIO-VISUAL MATERIALS IN THE MEDIA CENTER												
(5). RESOURCE CENTERS												
(6). RECENTLY DEVELOPED TECHNOLOGICAL EQUIPMENT IN THE MEDIA CENTER												

14. MATERIALS MADE AVAILABLE **FOR THE FIRST TIME** DURING OR AFTER 1965-66. CHECK EACH TYPE OF INSTRUCTIONAL MATERIAL WHICH WAS **NOT** AVAILABLE TO THE CHILDREN AND TEACHERS OF YOUR SCHOOL IN 1964-65 **AND** WHICH WAS PURCHASED BETWEEN SEPTEMBER 1965 AND JUNE 1968 WITH FUNDS PROVIDED BY ESEA, TITLE II FOR USE IN YOUR SCHOOL. *(Check all that apply.)*

(1). ☐ MAPS
(2). ☐ GLOBES
(3). ☐ FILMSTRIPS
(4). ☐ PICTURE SETS
(5). ☐ TAPE RECORDINGS
(6). ☐ DISK RECORDINGS
(7). ☐ PERIODICALS
(8). ☐ TRANSPARENCIES
(9). ☐ 8MM FILMS
(10). ☐ MICROFILM
(11). ☐ ART PRINTS
(12). ☐ PAPERBACK BOOKS
(13). ☐ MUSICAL SCORES
(14). ☐ PROFESSIONAL JOURNALS
(15). ☐ RESEARCH REPORTS
(16). ☐ REPORTS ON EXPERIMENTAL OR INNOVATIVE PROGRAMS
(17). ☐ OTHER *(Specify)*

15. RATE THE FOLLOWING CHARACTERISTICS OF SCHOOL LIBRARY RESOURCES AND OTHER INSTRUCTIONAL MATERIALS AVAILABLE IN YOUR SCHOOL FOR PUPIL USE IN 1964-65 AND IN 1967-68, BY TYPE OF MATERIAL. *(Check one box for each characteristic and each type of material for each year.)*

CHARACTERISTICS	TYPES OF SCHOOL LIBRARY RESOURCES AND OTHER INSTRUCTIONAL MATERIALS																			
	PRINTED MATERIALS										AUDIO-VISUAL MATERIALS									
	1964-65					1967-68					1964-65					1967-68				
	POOR	FAIR	GOOD	EXCELLENT	NOT APPLICABLE	POOR	FAIR	GOOD	EXCELLENT	NOT APPLICABLE	POOR	FAIR	GOOD	EXCELLENT	NOT APPLICABLE	POOR	FAIR	GOOD	EXCELLENT	NOT APPLICABLE
a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	[illegible]	r	s	t	u
(1). RELEVANCE TO UNITS OF STUDY AND/OR CURRICULUM																				
(2). RELEVANCE TO PUPIL NEEDS																				
(3). TIMELINESS *(Materials are up to date)*																				
(4). QUALITY OF CONTENT																				
(5). QUALITY OF FORMAT																				
(6). SUFFICIENCY *(Quantity of materials)*																				
(7). VARIETY *(Different types of materials)*																				

16. CONSIDERING THE FOLLOWING PRACTICES OF CLASSROOM TEACHERS IN YOUR SCHOOL PRIOR TO THE ESEA, TITLE II PROGRAM IN YOUR SCHOOL, CHECK WHETHER THESE PRACTICES HAVE **INCREASED** SINCE TITLE II MATERIALS HAVE BEEN AVAILABLE IN YOUR SCHOOL. THEN CHECK THE EXTENT TO WHICH THE INCREASE IS ATTRIBUTABLE TO THE ESEA, TITLE II PROGRAM.

CLASSROOM TEACHER PRACTICES	TEACHER PRACTICES HAVE INCREASED SINCE SINCE THE BEGINNING OF ESEA, TITLE II OVER PRACTICES PRIOR TO ESEA, TITLE II				EXTENT TO WHICH INCREASE IS ATTRIBUTABLE TO ESEA, TITLE II PROGRAM					
	YES	NO	DON'T KNOW	NOT APPLICABLE	NO EXTENT 1	SLIGHT 2	MODERATE 3	SUBSTANTIAL 4	DON'T KNOW	NOT APPLICABLE
a	b	c	d	e	f	g	h	i	j	k
(1). EVALUATES MATERIALS BEFORE PURCHASE										
(2). GIVES ASSISTANCE TO YOU IN SELECTING NEW MATERIALS			▨							
(3). USES PROFESSIONAL MATERIALS										
(4). REQUESTS ASSISTANCE FROM YOU IN LOCATING MATERIALS			▨							
(5). BRINGS CLASSES TO THE MEDIA CENTER FOR TRAINING IN ITS USE			▨							
(6). BORROWS MATERIALS FOR CLASSROOM WORK										
(7). REQUESTS YOUR PARTICIPATION IN TEAM TEACHING OR OTHER INSTRUCTIONAL ACTIVITIES			▨							

09

17. CHECK WHETHER OR NOT THERE HAS BEEN AN INCREASE IN PUPIL USE OF THE MEDIA CENTER FOR THE PERIOD 1965-66 THROUGH 1967-68 AND THE EXTENT TO WHICH THE INCREASE IS ATTRIBUTABLE TO THE ESEA, TITLE II PROGRAM. IF YOUR SCHOOL DOES NOT HAVE A MEDIA CENTER, CHECK HERE ☐ AND GO ON TO ITEM 19.

PUPIL USE	INCREASE FOR THE PERIOD 1965-66 THROUGH 1967-68		IF "YES", EXTENT TO WHICH INCREASE IS ATTRIBUTABLE TO ESEA, TITLE II PROGRAM				
	YES	NO	NO EXTENT 1	SLIGHT 2	MODERATE 3	SUBSTANTIAL 4	DON'T KNOW
a	b	c	d	e	f	g	h
(1). PUPILS ARE USING THE MEDIA CENTER FOR CLASS ASSIGNMENTS							
(2). PUPILS ARE READING FOR PLEASURE							
(3). PUPILS WITH READING DIFFICULTIES ARE FINDING USEFUL MATERIALS							
(4). PUPILS ARE BORROWING AUDIO-VISUAL MATERIALS TO USE AT HOME							
(5). GIFTED PUPILS ARE FINDING USEFUL MATERIALS							

18. DURING 1967-68, WHAT WAS THE ROLE OF THE SCHOOL MEDIA CENTER PERSONNEL IN THE SELECTION OF MATERIALS PURCHASED WITH ESEA, TITLE II FUNDS? *(Check all the items which apply.)* IF MATERIALS IN ONE OR MORE CATEGORIES WERE NOT PURCHASED, MARK THAT CATEGORY "NA" *(Not Applicable).*	SCHOOL LIBRARY RESOURCES a	TEXTBOOKS b	OTHER INSTRUCTIONAL MATERIALS c
(1). WORKS WITH SCHOOL DISTRICT MEDIA PERSONNEL IN DEVELOPING A COLLECTION OF MATERIALS FOR THE SCHOOL DISTRICT AS A WHOLE			
(2). SELECTS OR HELPS SELECT MATERIALS FOR THE LOCAL SCHOOL MEDIA CENTER EXCLUSIVELY			
(3). HAS NO ROLE OR A MINOR ROLE IN THE SELECTION OF MATERIALS			
(4). OTHER *(Specify)*			

19. DURING 1967-68, WHAT WAS THE ROLE OF CLASSROOM TEACHERS IN SELECTING MATERIALS PURCHASED WITH ESEA, TITLE II FUNDS? *(Check all that apply.)*	SCHOOL LIBRARY RESOURCES a	TEXTBOOKS b	OTHER INSTRUCTIONAL MATERIALS c
(1). MADE SUGGESTIONS FOR DEVELOPING A COLLECTION OF ESEA, TITLE II MATERIALS FOR THE SCHOOL DISTRICT AS A WHOLE			
(2). MADE SUGGESTIONS FOR DEVELOPING A COLLECTION OF ESEA, TITLE II MATERIALS FOR THE LOCAL SCHOOL MEDIA CENTER			
(3). SYSTEMATICALLY PREVIEWED OR EXAMINED MATERIALS IN ORDER TO EVALUATE THEM BEFORE PURCHASE			
(4). HAD NO ROLE OR A MINOR ROLE IN THE SELECTION OF MATERIALS			
(5). OTHER *(Specify)*			

20. CHECK ALL OF THE FOLLOWING PRACTICES THAT WERE USED IN 1967-68 IN SELECTING MATERIALS TO BE PURCHASED UNDER ESEA, TITLE II FOR YOUR SCHOOL. IF MATERIALS IN ONE OR MORE CATEGORIES WERE NOT PURCHASED, MARK THAT CATEGORY "NA" *(Not Applicable).*	SCHOOL LIBRARY RESOURCES a	TEXTBOOKS b	OTHER INSTRUCTIONAL MATERIALS c
(1). SELECTION FROM APPROVED STATE OR DISTRICT LISTS ONLY			
(2). SELECTION FROM STANDARD SELECTION TOOLS AND/OR REVIEWING MEDIA			
(3). USE OF PROFESSIONAL BIBLIOGRAPHIES OF MATERIALS			
(4). REVIEW OF MATERIALS BEFORE ORDERING			
(5). SELECTION BY TEACHERS AND OTHER INSTRUCTIONAL PERSONNEL			

SIGNATURE OF RESPONDENT	TELEPHONE		DATE
	AREA CODE	NUMBER	

GPO 888-194

ESEA TITLE II
DEFINITIONS FOR NATIONAL SURVEY

ANNUAL EXPENDITURES FOR INSTRUCTIONAL MATERIALS include expenditures for school library resources, textbooks, and other instructional materials.

AUDIO-VISUAL MATERIALS include filmstrips; films; tape and disk recordings; slides; graphic materials including study prints, art prints, pictures and other graphics such as posters, charts, and diagrams; globes; maps; microfilm; transparencies and transparency masters; realia (three-dimensional objects; museum materials, diagrams, models, and samples); kits; art objects; video tape recordings; and dial-access programs.

CATALOGING OF MATERIALS, see "Cataloged instructional materials".

CATALOGED INSTRUCTIONAL MATERIALS are any materials which have been identified in a catalog which records, describes, and indexes the resources of a media center as distinct from instructional materials which are merely physically arranged for use and are not indexed and described individually by item.

CENTRALIZED ORDERING OF INSTRUCTIONAL MATERIALS is the ordering of materials by one central agency for more than one school or media center.

CENTRALIZED PROCESSING of school library resources is the processing of instructional materials by one central agency for more than one school or media center. Preprocessing, for the purposes of this study, refers to processing performed before the instructional materials are delivered to the individual schools where they are placed for use.

CHILDREN are those persons who are in attendance in elementary or secondary schools of a State which provide education or which comply with State compulsory school attendance laws or are otherwise recognized by some procedure customarily used in the State. The age limits are the permissible ages for attendance at the public elementary and secondary schools of the State,but "children"does not include persons enrolled in adult education courses, or in courses beyond grade 12.

CHILDREN PARTICIPATING IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS are those for whose use instructional materials have been acquired with ESEA, Title II funds at the request of public school officials and to whom such materials have been made available. Numbers of such children are considered to be equivalent to the October 1 enrollment of the schools in the years indicated.

CHILDREN PARTICIPATING IN PRIVATE ELEMENTARY AND SECONDARY SCHOOLS are those for whose use instructional materials have been acquired with ESEA, Title II funds at the request of representatives of private schools and to whom such materials have been made available. Numbers of such children are considered to be equivalent to the October 1 enrollment of the schools in the years indicated.

CLASSROOM COLLECTIONS are instructional materials permanently housed in single classrooms and not administered from a central media center.

CLASSROOM TEACHERS are persons employed to instruct pupils in a situation where the teacher and the pupils are in the presence of each other. The term does not include media specialists or other instructional personnel.

CURRENT EXPENDITURES include all expenditures for the regular operation of the school plant and the instructional program, including such accounts as salaries, operation and maintenance of plant, food services, student activities, and community services. "Current expenditures" exclude capital outlay and debt service, which consists of expenditures for the retirement of debt and expenditures for the retirement of debt and expenditures for interest on debt, except principal and interest of current loans.

CURRICULUM LABORATORIES are facilities where special assistance is provided to members of the instructional staff in planning and preparing for instruction.

CURRICULUM NEEDS are needs for those materials required to support the instructional program of the school.

DISTRICT MEDIA CENTER is a media center located in or administered by a school system central office which circulates books, other printed materials, or audio-visual materials and equipment to the schools of the system.

ELEMENTARY SCHOOLS are schools classified as elementary by State and local practice and composed of any span of grades not above grade 8. The term includes kindergarten and prekindergarten levels if they are recognized by the State as a part of the elementary school system.

GIFTED PUPILS are those whose level of mental development has been identified by professionally qualified personnel as being so far advanced that they need additional educational opportunities beyond those provided by the usual school program.

INSTRUCTIONAL MATERIALS include all printed and audio-visual materials that have been purchased for use in the instructional program by children or teachers, EXCLUDING materials which cannot be expected to last more than 1 year, costs for repairing instructional materials, and equipment including shelving. It includes "school library resources", "textbooks", and "other instructional materials", as defined below.

INSTRUCTIONAL PERSONNEL are persons who are engaged in carrying out the instructional program of an elementary or secondary school, including principals, guidance counselors, media specialists, or other members of the instructional or supervisory staff.

INSTRUCTIONAL PERSONNEL PARTICIPATING are all those in public and private elementary and secondary schools enrolling children who are participating in the ESEA, Title II program.

LABORERS, SERVICE WORKERS, AND SKILLED, SEMI-SKILLED, AND UNSKILLED BLUE COLLAR WORKERS are workers such as filling station attendant, domestic worker, baby sitter, longshoreman, laundry worker, assembly line worker, machine operator, driver, cook, waiter, mail carrier, police officer, fireman, electrician, mechanic, or tailor.

LIBRARY BOOKS FOR BASIC COLLECTIONS are those books which provide a well-balanced collection. They satisfy the chief curricular needs as well as the reading interests of pupils in the school and can be used as a nucleus for larger collections.

MATERIALS FOR ADVANCED PLACEMENT are those which supplement materials normally found in a secondary school and support courses of study which will permit pupils, on the completion of secondary school, to enroll in college classes beyond the beginning level.

MATERIALS FOR INDEPENDENT STUDY are those used by pupils who are individually carrying on a course of study at their own rate of progress and with a minimum of supervision.

MATERIALS FOR TEACHING ENGLISH AS A SECOND LANGUAGE are those designed for the use of teachers in the instruction of pupils from homes where English is not spoken as the native language.

MATERIALS FOR THE GIFTED are those materials supplementary to basic textbooks or media center collections acquired for the use of pupils possessing ability well above the norm in one or more subject areas.

MATERIALS FOR THE HANDICAPPED are those printed and audio-visual materials especially suitable for use by children who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or otherwise health impaired or by their teachers. Some examples of materials are talking books, captioned films for the deaf, and materials especially selected for use in bibliotherapy.

MATERIALS WHICH FOSTER INTERCULTURAL UNDERSTANDING include those materials that reflect, in content and illustration, the existence of various minority groups in America. Such materials accurately represent the heritage and cultural contribution of such groups as Negroes, American Indians, Orientals, and those with Spanish surnames.

MEDIA AIDES include paid adult personnel such as clerks, typists, and other clerical personnel who perform clerical and secretarial work, distributive functions for the loan of materials, or assist with the organization and use of materials. Media aides with some college training may also be assigned semiprofessional duties and responsibilities.

MEDIA PERSONNEL include media supervisors, media specialists, media aides, technicians, and volunteers.

MEDIA PROGRAMS are those services performed by media specialists in the media centers through leadership and guidance in the selection, acquisition, organization, management, and use of instructional materials.

MEDIA SPECIALISTS are full-time certified personnel assigned to one or more school buildings who have not less than twelve hours of library science and/or audiovisual education and who have at least half of their workload devoted to service as a "media specialist". These persons may have a variety of titles such as school librarian, audio-visual specialist, or building coordinator. "Media specialists" assigned to more than one school are not to be confused with media supervisors.

MEDIA SUPERVISORS are advisers and other resource personnel in a school system who are charged with specific supervisory responsibilities at the system level in a planned program of developing and improving media services and resources. These personnel may have a variety of titles such as supervisor, consultant, coordinator, specialist, or director.

OTHER INSTRUCTIONAL MATERIALS include the same types of materials as those in "school library resources" but are not processed and organized for use.

OTHER WHITE COLLAR WORKERS are workers such as bookkeeper, sales clerk, office clerk, secretary, typist, etc.

PHYSICALLY, MENTALLY, EMOTIONALLY HANDICAPPED PUPILS are those pupils who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or otherwise health impaired.

PREPROCESSING - See "Centralized Processing".

PRINTED MATERIALS include books; magazines; newspapers; pamphlets, clippings, and ephemeral materials; catalogs; and printed programed materials.

PRIVATE SCHOOLS are schools established by an agency other than the State or its subdivisions which are primarily supported by other than public funds, and in which program operations rest with other than publicly elected or appointed officials.

PROFESSIONAL BIBLIOGRAPHIES OF MATERIALS are those prepared by State, district or local personnel, or by professional organizations for use in selection of materials. Usually they are limited to special subject areas or types of materials for certain levels of instruction or are directed to special groups of users.

PROFESSIONAL MATERIALS FOR TEACHERS are those acquired to further professional growth and increase effectiveness in the classroom. They include such types of materials as professional journals, materials on methods of instruction, general works on education, standard selection tools, and media which review printed and audio-visual materials, reports on research and demonstration, and materials in the subject fields being taught or related to those being taught in the school.

PROFESSIONAL, TECHNICAL, AND MANAGERIAL WHITE COLLAR WORKERS are workers such as accountant, teacher, doctor, engineer, librarian, social worker, registered nurse, artist, draftsman, surveyor, medical or dental technician, sales manager, store manager, office manager, factory supervisor, foreman in a factory or mine, union official, real estate or insurance salesman, factory representative, etc.

PROFESSIONALS CONCERNED WITH CENTRALIZED PROCESSING for purposes of this study are those personnel, usually librarians, who supervise at the district level, the technical processing, cataloging, and physical preparation of instructional materials acquired for use in more than one school. They may also supervise the ordering of such materials.

PROGRAMED MATERIALS are those providing a sequence of carefully constructed items leading the pupil to mastery of a subject with minimal error. The distinguishing characteristic of programed materials is the testing procedure to which they are subjected. Empirical evidence of the effectiveness of each teaching sequence is obtainable from the performance records of pupils.

PUBLIC SCHOOLS are schools operated by publicly elected or appointed school officials in which the programs and activities are under the control of these officials and which are supported by public funds.

RECENTLY DEVELOPED TECHNOLOGICAL EQUIPMENT includes equipment such as computers, television, 8 mm. projectors and film loops, and dial access systems.

REGIONAL MEDIA CENTER (multi-district) is a media center which serves more than one school district and is supported in whole or part by public funds from the school districts served.

RESOURCE CENTERS are supplementary school media centers, structured on a subject or grade level basis, containing special collections of instructional materials administered by the school media center.

RURAL AGRICULTURAL WORKERS include workers such as farmers, farm managers, farm laborers (except migrant), and farm foremen.

SCHOOL DISTRICT SERVICES FOR MEDIA PROGRAMS are those services provided at the school district level and designed to develop and improve media programs in individual schools and school media centers through the provision of leadership, guidance, and assistance in the selection, acquisition, organization, and use of instructional materials.

SCHOOL LIBRARY RESOURCES are books, periodicals, documents, pamphlets, photographs, reproductions, pictorial or graphic works, musical scores, maps, charts, globes, sound recordings, including but not limited to those on disks and tapes; processed slides, transparencies, films, filmstrips, kinescopes, and video tapes, or any other printed and published materials of a similar nature made by any method now developed or hereafter to be developed, and which are processed and organized for use by elementary or secondary school children and teachers.

SCHOOL MEDIA CENTERS are instructional materials centers administered as a unit in individual schools where books, audio-visual materials, and other instructional materials are made available to pupils and teachers of the school. The term is also being used in this survey to refer to units in a transitional stage where collections presently consist largely of printed materials. Other terms which often apply to the media center are school library, instructional materials center, learning center, educational materials center, or any equivalent.

SECONDARY SCHOOLS are schools comprising any span of grades beginning with the next grade following the elementary school and ending with or below grade 12, including junior high school, the different types of high schools and vocational or trade high schools.

SPECIAL PUPIL NEEDS means the needs for instructional materials in addition to those normally provided in a school. Groups of pupils requiring such special materials may include the disadvantaged, the gifted, the handicapped, members of minority racial and ethnic groups, those for whom English is a second language, and slow learners.

STATE AND LOCAL TAX SOURCES are all those sources of income for a school district excluding gifts and Federal grants.

STATE MEDIA CENTER, for the purposes of this study, refers to a media center which is administered by a State agency and which provides services with instructional materials to schools or individual teachers or pupils.

SUPPLEMENTARY TEXTBOOKS are those textbooks, reusable workbooks, or manuals not intended for use as a principal source of study material for a given class or group of pupils.

TECHNICIANS are paid adult personnel with specialized skills who assist with the production of materials and the maintenance and repair of materials and equipment.

TEXTBOOKS are books, reusable workbooks, or manuals, whether bound or in looseleaf form, intended for use as a principal source of study material for a given class or group of students, a copy of which is expected to be available for the individual use of each pupil in such class or group.

VOLUNTEERS are part-time or full-time unpaid adult media aides or technicians.

WELFARE RECIPIENTS OR THE CHRONICALLY UNEMPLOYED include persons who are currently receiving welfare payments and persons who are not regularly employed.

AN EVALUATIVE SURVEY REPORT ON ESEA TITLE II: FISCAL YEARS 1966-1968

PART II
TABLES

PREFACE

This survey of the title II program under the Elementary and Secondary Education Act covered the first 3 fiscal years of program operation and serves as benchmark data. State departments of education and the staff of large city school districts were involved in the design and conduct of the survey. In addition, professional, technical, and clerical staff in State departments of education and local school districts contributed greatly to the completion of this complex study.

Ilo Remer, Milbrey L. Jones, and Mary Helen Mahar--title II program specialists--compiled the statistical data presented in the tables and wrote the report. For the reader's convenience, the text and tables have been published separately under the general title, An Evaluative Report on ESEA Title II: Fiscal Years 1966-68. This publication contains "Part II: Tables," and is intended to be used with Part I. Discrepancies between the totals of school districts and schools in various tables may be noted. These discrepancies arise from the fact that nonresponse to certain items on the questionnaires was so treated that the school district or school was disregarded in a particular table or set of tables.

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Table 1.--Funds available and funds expended for State administration and acquisitions under ESEA title II programs: Fiscal years 1966, 1967, 1968, and 1969

Fiscal year	Allotment	Expenditures					Percent of allotment expended
		Administration		Acquisitions		Total amount (cols. 3+5)	
		Amount	Percent	Amount	Percent		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1966..........	$100,000,000	$1,984,158	2.0	$95,298,079	98.0	$97,282,237	97.3
1967..........	102,000,000	3,812,688	3.8	95,745,032	96.2	99,557,720	97.6
1968..........	99,234,000	4,428,073	4.5	94,024,821	95.5	98,452,894	99.2
1969..........	50,000,000	3,035,422	6.2	46,153,184	93.8	49,188,606	98.4
Total....	351,234,000	13,260,341	3.8	331,221,116	96.2	344,481,457	98.1

Table 2.--Number of State department of education personnel assigned to ESEA title II programs in full-time equivalents: Fiscal years 1966, 1967, and 1968

Personnel	Number of personnel			
	Full-time	Part-time	Full-time equivalent	Total full-time (Cols. 2 & 4)
(1)	(2)	(3)	(4)	(5)
Administrator:				
Fiscal year 1966	31	66	16.19	47.19
Fiscal year 1967	46	48	13.96	59.96
Fiscal year 1968	43	54	12.59	55.59
Supervisor:				
Fiscal year 1966	67	87	13.84	80.84
Fiscal year 1967	85	129	24.43	109.43
Fiscal year 1968	99	174	26.53	125.53
Secretarial and clerical staff:				
Fiscal year 1966	103	119	23.67	126.67
Fiscal year 1967	158	150	34.08	192.08
Fiscal year 1968	176	204	49.06	225.06
Other:				
Fiscal year 1966	17	90	12.59	29.59
Fiscal year 1967	22	48	6.02	28.02
Fiscal year 1968	27	95	23.08	50.08

Table 3.--Total number of eligible and participating public school children in ESEA title II programs, by educational level and enrollment size of school district, 1965-66, 1966-67, and 1967-68

Educational level and enrollment size of district	1965-66			1966-67			1967-68		
	Number of children eligible	Children participating		Number of children eligible	Children participating		Number of children eligible	Children participating	
		Number	Percent		Number	Percent		Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Total..........	39,837,380	32,920,769	82.6	41,066,312	38,006,907	92.6	42,175,646	39,969,902	94.8
Elementary..	24,740,217	20,860,857	84.3	25,420,770	23,317,070	91.7	25,971,337	24,514,436	94.4
Secondary...	15,097,163	12,059,912	79.9	15,645,542	14,689,837	93.9	16,204,309	15,182,466	93.7
25,000 and over.....	11,744,362	9,980,005	85.0	12,018,824	11,246,982	93.6	12,330,101	11,388,387	92.4
Elementary.......	7,167,049	6,328,729	88.3	7,294,031	6,681,287	91.6	7,438,479	6,906,736	92.9
Secondary........	4,577,313	3,651,276	79.8	4,724,793	4,565,695	96.6	4,891,622	4,481,651	91.6
5,000-24,999........	14,148,713	12,307,332	87.0	14,788,807	13,797,189	93.3	15,159,084	14,427,431	95.2
Elementary.......	8,862,643	7,777,388	87.8	9,226,365	8,682,061	94.1	9,372,182	8,947,295	95.5
Secondary........	5,286,070	4,529,944	85.7	5,562,442	5,115,128	92.0	5,786,902	5,480,136	94.7
300-4,999...........	13,944,305	10,633,432	76.3	14,258,681	12,962,736	90.9	14,686,461	13,881,084	94.5
Elementary.......	8,710,525	6,754,740	77.5	8,900,374	7,953,722	89.4	9,160,676	8,660,405	94.5
Secondary........	5,233,780	3,878,692	74.1	5,358,307	5,009,014	93.5	5,525,785	5,220,679	94.5

Table 4.--Total number of public schools enrolling eligible and participating children in ESEA title II programs, by educational level and enrollment size of school district, 1965-66, 1966-67, and 1967-68

Educational level and enrollment size of district	Public schools								
	1965-66			1966-67			1967-68		
	Number eligible	Participating		Number eligible	Participating		Number eligible	Participating	
		Number	Per-cent		Number	Per-cent		Number	Per-cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Total...........	79,464	64,635	81.3	79,737	72,714	91.2	79,629	74,230	93.2
Elementary...	57,921	47,844	82.6	57,932	53,285	92.0	57,783	53,805	93.1
Secondary....	21,543	16,791	77.9	21,805	19,429	89.1	21,846	20,425	93.5
25,000 and over......	14,798	12,770	86.3	15,080	14,033	93.1	15,324	14,216	92.8
Elementary........	11,249	9,905	88.1	11,425	10,724	93.9	11,620	10,829	93.2
Secondary.........	3,549	2,865	80.7	3,655	3,309	90.5	3,704	3,387	91.4
5,000-24,999.........	26,164	23,005	87.9	26,465	24,382	92.1	26,668	25,468	95.5
Elementary........	19,974	17,607	88.1	20,242	19,139	94.6	20,392	19,492	95.6
Secondary.........	6,190	5,398	87.2	6,223	5,243	84.3	6,276	5,976	95.2
300-4,999............	38,502	28,860	75.0	38,192	34,299	89.8	37,637	34,546	91.8
Elementary........	26,698	20,332	76.2	26,265	23,422	89.2	25,771	23,484	91.1
Secondary.........	11,804	8,528	72.2	11,927	10,877	91.2	11,866	11,062	93.2

Table 5.--Total number of full-time public school instructional personnel eligible and participating in ESEA title II programs, by educational level and enrollment size of school district, 1965-66, 1966-67, and 1967-68

Educational level and enrollment size of district	Full-time instructional personnel								
	1965-66			1966-67			1967-68		
	Number eligible	Participating		Number eligible	Participating		Number eligible	Participating	
		Number	Per-cent		Number	Per-cent		Number	Per-cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Total.........	1,710,269	1,390,716	81.3	1,807,716	1,625,256	89.9	1,901,128	1,750,092	92.1
Elementary.	955,273	802,063	84.0	1.011,863	913,224	90.3	1,056,919	983.284	93.0
Secondary..	754,996	588,653	78.0	795,853	712,032	89.5	844,209	766,808	90.8
25,000 and over.....	482,608	406,014	84.1	509,667	454,671	89.2	543,308	490,271	90.2
Elementary......	266,335	238,804	89.7	280,904	251,997	89.7	298,135	272,170	91.3
Secondary.......	216,273	167,210	77.3	228,763	202,674	88.6	245,173	218,101	89.0
5,000-24,999.......	611,948	518,235	84.7	654,402	587,626	89.8	686,672	632,736	92.1
Elementary......	350,892	301,165	85.8	373,693	341,103	91.3	389,405	362,191	93.0
Secondary.......	261,056	217,070	83.2	280,709	246,523	87.8	297,267	270,545	91.0
300-4,999..........	615,713	466,467	75.8	643,647	582,959	90.6	671,148	627,085	93.4
Elementary......	338,046	262,094	77.5	357,266	320,124	89.6	369,379	348,923	94.5
Secondary.......	277,667	204,373	73.6	286,381	262,835	91.8	301,769	278,162	92.2

Table 6.--Total number of eligible and participating private school children in ESEA title II programs, by educational level and enrollment size of school district, 1965-66, 1966-67, and 1967-68

Educational level and enrollment size of district	1965-66			1966-67			1967-68		
	Number of children eligible	Children participating		Number of children eligible	Children participating		Number of children eligible	Children participating	
		Number	Per-cent		Number	Per-cent		Number	Per-cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Total..........	6,109,439	5,712,772	93.5	6,084,047	5,645,783	92.8	5,886,385	5,539,745	94.1
Elementary..	4,915,752	4,687,977	95.4	4,876,786	4,540,104	93.1	4,603,297	4,370,827	94.9
Secondary...	1,193,687	1,024,795	85.9	1,207,261	1,105,679	91.6	1,283,088	1,168,918	91.1
25,000 and over.....	2,468,770	2,284,399	92.5	2,510,444	2,223,215	88.6	2,416,613	2,204,945	91.2
Elementary.......	1,859,700	1,770,128	95.2	1,893,179	1,678,237	88.6	1,729,627	1,580,242	91.4
Secondary........	609,070	514,271	84.4	617,265	544,978	88.3	686,986	624,703	90.9
5,000-24,999........	1,894,695	1,738,019	91.7	1,887,637	1,800,565	95.4	1,825,830	1,736,220	95.1
Elementary.......	1,484,663	1,370,377	92.3	1,475,934	1,406,662	95.3	1,406,105	1,332,785	94.8
Secondary........	410,032	367,642	89.7	411,703	393,903	96.7	419,725	403,435	96.1
300-4,999...........	1,745,974	1,690,354	96.8	1,685,966	1,622,003	96.2	1,643,942	1,598,580	97.2
Elementary.......	1,571,389	1,547,472	98.5	1,507,673	1,455,205	97.4	1,467,565	1,457,800	99.3
Secondary........	174,585	142,882	81.8	178,293	166,798	93.6	176,377	140,780	79.8

Table 7.--Total number of private schools enrolling eligible and participating children in ESEA title II programs, by educational level and enrollment size of school district, 1965-66, 1966-67, and 1967-68

Educational level and enrollment size of district	Private schools								
	1965-66			1966-67			1967-68		
	Number eligible	Participating		Number eligible	Participating		Number eligible	Participating	
		Number	Per-cent		Number	Per-cent		Number	Per-cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Total...........	16,885	13,519	80.1	17,019	14,530	85.4	17,063	14,883	87.2
Elementary...	13,469	11,055	82.1	13,544	11,655	86.1	13,551	11,988	88.5
Secondary....	3,416	2,464	72.1	3,475	2,875	82.7	3,512	2,895	82.4
5,000 and over......	6,232	4,637	74.4	6,352	4,875	76.7	6,159	4,803	78.0
Elementary........	4,812	3,637	75.6	4,916	3,797	77.2	4,728	3,748	79.3
Secondary.........	1,420	1,000	70.4	1,436	1,078	75.1	1,431	1,055	73.7
,000-24,999.........	4,905	4,123	84.1	4,981	4,402	88.4	5,033	4,456	88.5
Elementary........	3,898	3,277	84.1	3,931	3,470	88.3	3,941	3,481	88.3
Secondary.........	1,007	846	84.0	1,050	932	88.8	1,092	975	89.3
00-4,999............	5,748	4,759	82.8	5,686	5,253	92.4	5,871	5,624	95.8
Elementary........	4,759	4,141	87.0	4,697	4,388	93.4	4,882	4,759	97.5
Secondary........	989	618	62.5	989	865	87.5	989	865	87.5

Table 8.--Total number of full-time private school instructional personnel eligible and participating in ESEA title II programs, by educational level and enrollment size of school district, 1965-66, 1966-67, and 1967-68

Educational level and enrollment size of district	Full-time instructional personnel								
	1965-66			1966-67			1967-68		
	Number eligible	Participating		Number eligible	Participating		Number eligible	Participating	
		Number	Per-cent		Number	Per-cent		Number	Per-cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Total..........	232,253	188,163	81.0	226,829	203,349	89.6	227,337	204,846	90.1
Elementary..	164,990	133,015	80.6	156,970	141,465	90.1	152,700	140,433	92.0
Secondary...	67,263	55,148	82.0	69,859	61,884	88.6	74,637	64,413	86.3
25,000 and over.....	100,733	75,038	74.5	93,540	80,753	86.3	89,280	77,702	87.0
Elementary.......	71,755	50,960	71.0	62,895	53,984	85.8	56,028	48,563	86.7
Secondary........	28,978	24,078	83.1	30,645	26,769	87.4	33,252	29,139	87.6
5,000-24,999........	66,630	58,370	87.6	68,523	62,835	91.7	70,943	64,849	91.4
Elementary.......	44,846	39,413	87.9	45,871	42,058	91.7	46,738	42,615	91.2
Secondary........	21,784	18,957	87.0	22,652	20,777	91.7	24,205	22,234	91.9
300-4,999..	64,890	54,755	84.4	64,766	59,761	92.3	67,114	62,295	92.8
Elementary.......	48,389	42,642	88.1	48,204	45,423	94.2	49,934	49,255	98.6
Secondary........	16,501	12,113	73.4	16,562	14,338	86.6	17,150	13,040	75.9

Table 9.--Number of public elementary schools not participating in ESEA title II programs, by major reason for nonparticipation and school district size, 1965-66, 1966-67, and 1967-68

Enrollment of school district	Major reasons for nonparticipation						Total schools not participating
	Excluded by State plan provision	Excluded by district on basis of relative need	Chose not to participate	Failed to submit required documentation	Received funds from other Federal sources	Other reasons	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Schools in districts of all sizes:							
1965-66.............	491	1,608	4,950	448	708	1,310	9,515
1966-67.............	232	1,083	2,038	62	671	561	4,647
1967-68.............	96	1,511	808	-	504	1,002	3,921
Schools in districts 25,000 or more:							
1965-66.............	408	207	209	191	161	45	1,221
1966-67.............	76	222	91	-	32	280	701
1967-68.............	75	548	104	-	34	35	796
Schools in districts 5,000-24,999:							
1965-66.............	21	536	1,157	257	300	96	2,367
1966-67.............	32	428	278	-	268	96	1,102
1967-68.............	21	407	86	-	161	225	900
Schools in districts 300-4,999:							
1965-66.............	62	865	3,584	-	247	1,169	5,927
1966-67.............	124	433	1,669	62	371	185	2,844
1967-68.............	-	556	618	-	309	742	2,225

Table 10.--Number of public secondary schools not participating in ESEA title II programs, by major reason for nonparticipation and school district size, 1965-66, 1966-67, and 1967-68

Enrollment of school district	Major reasons for nonparticipation						Total schools not participating
	Excluded by State plan provision	Excluded by district on basis of relative need	Chose not to participate	Failed to submit required documentation	Received funds from other Federal sources	Other reasons	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Schools in districts of all sizes:							
1965-66.............	248	1,373	1,880	338	218	723	4,780
1966-67.............	112	666	502	109	228	252	1,869
1967-68.............	52	765	370	5	196	32	1,420
Schools in districts 25,000 or more:							
1965-66.............	63	372	78	137	1	-	651
1366-67.............	39	100	45	4	-	158	346
1967-68.............	41	220	50	5	-	-	316
Schools in districts 5,000-24,999:							
1965-66.............	-	321	257	139	32	43	792
1966-67.............	11	257	86	43	43	32	472
1967-68.............	11	236	11	-	11	32	301
Schools in districts 300-4,999:							
1965-66.............	185	680	1,545	62	185	680	3,337
1966-67.............	62	309	371	62	185	62	1,051
1967-68.............	-	309	309	-	185	-	803

Table 11.--Number of private elementary and secondary schools not participating in ESEA title II programs, by major reason for nonparticipation, 1967-68

Major reasons for nonparticipation	Number of private schools
Not in compliance with title VI of the Civil Rights Act of 1964	44
Excluded by State plan provisions	39
Excluded by district on the basis of relative need	4
Chose not to participate	342
Failed to submit required documentation	86
Unable to determine reason	90
Other reasons	94
Total	699

Table 12.--Ranking by school districts of relative need factors used for allocating school library resources purchased under the ESEA title II program to children and teachers in public elementary schools, 1965-66 and 1967-68

Factor	Number of districts							
	Ranking of factors, 1965-66			Total (columns 2,3,4)	Ranking of factors, 1967-68			Total (columns 6,7,8)
	First	Second	Third		First	Second	Third	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1. Need for basic collection for new media center..............	0	0	0	0	4	0	2	6
2. Availability of materials from other Federal programs.........	860	1,133	1,091	3,084	0	0	0	0
3. Ability of school to make materials accessible...........	220	56	90	366	0	0	0	0
4. Special needs of pupils.........	134	91	38	263	0	0	0	0
5. Quantity of materials available in school.................	2	0	0	2	149	213	175	537
6. Curriculum needs...............	0	0	0	0	1,017	504	662	2,183
7. Per pupil basis................	4,504	4,967	1,302	10,773	3,234	6,271	928	10,433
8. Other..........................	1,358	646	429	2,433	1,554	798	627	2,979

Table 13.--Ranking by school districts of relative need factors used for allocating school library resources purchased under the ESEA title II program to children and teachers in public secondary schools, 1965-66 and 1967-68

Factor	Number of districts							
	Ranking of factors, 1965-66			Total (columns 2,3,4)	Ranking of factors, 1967-68			Total (columns 6,7,8)
	First	Second	Third		First	Second	Third	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Need for basic collection for new media center	0	0	0	0	1,194	1,443	1,521	4,158
Availability of materials from other Federal programs	0	0	0	0	3	1	1	5
Ability of school to make materials accessible	0	0	0	0	0	0	0	0
Special needs of pupils	430	349	257	1,036	0	0	0	0
Quantity of materials available in school	901	443	110	1,454	0	0	0	0
Curriculum needs	285	66	12	363	4,501	4,627	1,228	10,356
Per pupil basis	4,194	5,387	1,120	10,701	2,193	3,462	812	6,467
Other	1,077	494	335	1,906	1,270	585	383	2,238

Table 14.--Ranking by school districts of relative need factors used for allocating textbooks purchased under the ESEA title II program to children and teachers in public elementary schools, 1965-66 and 1967-68

Factor	Number of districts							
	Ranking of factors, 1965-66			Total (columns 2,3,4)	Ranking of factors, 1967-68			Total (columns 6,7,8)
	First	Second	Third		First	Second	Third	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1. Need for basic collection for new media center..............	0	0	0	0	182	38	76	296
2. Availability of materials from other Federal programs.........	0	0	0	0	0	0	0	0
3. Ability of school to make materials accessible...........	202	158	109	469	0	0	0	0
4. Special needs of pupils.........	432	309	173	914	0	0	0	0
5. Quantity of materials available in school.....................	7	8	0	15	0	0	0	0
6. Curriculum needs...............	0	0	0	0	602	834	533	1,969
7. Per pupil basis.................	4,379	4,980	1,120	10,479	3,235	6,402	1,023	10,660
8. Other...........................	0	62	22	84	62	74	12	148

Table 15.--Ranking by school districts of relative need factors used for allocating textbooks purchased under the ESEA title II program to children and teachers in public secondary schools, 1965-66 and 1967-68

Factor	Number of districts							
	Ranking of factors, 1965-66			Total (columns 2,3,4)	Ranking of factors, 1967-68			Total (columns 6,7,8)
	First	Second	Third		First	Second	Third	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1. Need for basic collection for new media center	0	0	0	0	1,590	924	1,076	3,590
2. Availability of materials from other Federal programs	0	0	0	0	188	21	1	210
3. Ability of school to make materials accessible	0	0	0	0	1	0	0	1
4. Special needs of pupils	339	294	394	1,027	0	0	0	0
5. Quantity of materials available in school	394	315	183	892	0	0	0	0
6. Curriculum needs	1,701	918	534	3,153	4,626	4,823	1,166	10,615
7. Per pupil basis	4,133	5,457	1,110	10,700	2,596	3,733	876	7,205
8. Other	62	62	45	169	0	73	22	95

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Table 16.--Ranking by school districts of relative need factors used for allocating other instructional materials purchased under the ESEA title II program to children and teachers in public elementary schools, 1965-66 and 1967-68

Factor	Number of districts							
	Ranking of factors, 1965-66			Total (columns 2,3,4)	Ranking of factors, 1967-68			Total (columns 6,7,8)
	First	Second	Third		First	Second	Third	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1. Need for basic collection for new media center..............	0	0	0	0	1,895	891	482	3,268
2. Availability of materials from other Federal programs.........	0	0	0	0	0	0	0	0
3. Ability of school to make materials accessible...........	303	99	28	430	0	0	0	0
4. Special needs of pupils.........	559	305	392	1,256	0	0	0	0
5. Quantity of materials available in school.....................	215	53	89	357	0	0	0	0
6. Curriculum needs...............	22	1	1	24	976	744	536	2,256
7. Per pupil basis................	4,441	5,117	1,058	10,616	1,289	1,475	422	3,186
8. Other..........................	96	135	99	330	377	64	158	599

Table 17.--Ranking by school districts of relative need factors used for allocating other instructional materials purchased under the ESEA title II program to children and teachers in public secondary schools, 1965-66 and 1967-68

Factor	Number of districts							
	Ranking of factors, 1965-66			Total (columns 2,3,4)	Ranking of factors, 1967-68			Total (columns 6,7,8)
	First	Second	Third		First	Second	Third	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1. Need for basic collection for new media center...............	0	0	0	0	866	1,248	833	2,947
2. Availability of materials from other Federal programs.........	0	0	0	0	183	87	98	368
3. Ability of school to make materials accessible...........	0	0	0	0	21	0	0	21
4. Special needs of pupils.........	0	0	0	0	0	0	0	0
5. Quantity of materials available in school.....................	174	274	368	816	0	0	0	0
6. Curriculum needs................	682	1,004	1,290	2,976	4,565	4,896	1,239	10,700
7. Per pupil basis.................	2,923	5,500	916	9,339	2,452	3,672	960	7,084
8. Other...........................	209	73	86	368	315	125	95	535

Table 18.--Ranking by school districts of relative need factors used in allocating school library resources, textbooks, and other instructional materials purchased under the ESEA title II program to children and teachers in private elementary and secondary schools, 1967-68

Factor	Number of districts											
	Ranking of factors used in allocating school library resources			Total (columns 2,3,4)	Ranking of factors used in allocating textbooks			Total (columns 6,7,8)	Ranking of factors used in allocating other instructional materials			Total (columns 10,11,12)
	First	Second	Third		First	Second	Third		First	Second	Third	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
1. Ability of school to make materials accessible.....	238	230	221	689	0	0	0	0	34	30	653	717
2. Special needs of pupils...	685	1,274	1,081	3,040	85	215	188	488	384	833	365	1,582
3. Amount of materials now available in school......	1,331	1,221	500	3,052	220	37	103	360	792	311	347	1,450
4. Curriculum needs..........	446	965	1,671	3,082	28	250	53	331	162	444	768	1,374
5. Per pupil basis...........	2,044	520	533	3,097	226	123	136	485	459	246	197	902
6. Other.....................	83	126	35	244	15	0	2	17	26	1	1	28

Table 19.--Number of school districts in various per pupil expenditure categories under ESEA title II programs, by enrollment size of school district, 1967-68

Average per pupil expenditures under ESEA title II, 1967-68	Enrollment size of school district							
	25,000 and over	12,000 to 24,999	6,000 to 11,999	3,000 to 5,999	1,200 to 2,999	600 to 1,199	300 to 599	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
0................	0	0	0	0	0	0	124	124
$0.01 to $0.50...	0	0	11	11	62	0	62	146
$0.51 to $1.00...	11	11	21	145	185	62	185	620
$1.01 to $1.50...	36	107	203	333	433	803	247	2,162
$1.51 to $2.00...	83	193	428	873	1,370	866	556	4,369
$2.01 to $2.50...	22	54	96	352	742	618	247	2,131
$2.51 to $3.00...	7	21	0	11	62	185	124	410
$3.01 to $3.50...	2	11	11	62	62	62	124	334
$3.51 to $4.00...	0	0	11	0	0	0	0	11
$4.01 to $5.00...	0	0	0	0	0	62	62	124
$5.01 to $6.00...	0	0	0	11	62	0	0	73
$6.01 to $7.00...	0	0	11	0	0	62	0	73
$7.01 or more....	0	0	0	0	62	0	0	62
Total.......	161	397	792	1,798	3,040	2,720	1,731	10,639

Table 20.--Public and private per pupil expenditures by number and percent of school districts in categories of expenditures under ESEA title II programs, 1967-68

ESEA title II per pupil expenditures, 1967-68	Number of school districts			
	Public		Private	
	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)
0..................	0	-	6,781	62.6
$0.01 to $0.50.....	134	1.2	74	.7
$0.51 to $1.00.....	535	4.9	281	2.6
$1.01 to $1.50.....	1,747	16.1	874	8.1
$1.51 to $2.00.....	4,089	37.8	1,681	15.5
$2.01 to $2.50.....	2,295	21.2	618	5.7
$2.51 to $3.00.....	772	7.1	160	1.5
$3.01 to $3.50.....	523	4.8	56	.5
$3.51 to $4.00.....	114	1.1	136	1.3
$4.01 to $5.00.....	258	2.4	3	0
$5.01 to $6.00.....	147	1.4	63	.6
$6.01 to $7.00.....	74	.7	1	0
$7.01 and over.....	136	1.3	96	.9
Total.........	10,824	100.0	10,824	100.0

Table 21.--Expenditures under ESEA title II programs for public and private elementary and secondary school children, as reported by State departments of education: Fiscal years 1966, 1967, and 1968

Fiscal year	Total expenditures for instructional materials		Number of participating children		Per pupil expenditure	
	Public	Private	Public	Private	Public	Private
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1966..........	$73,930,380	$10,427,057	37,717,007	5,708,766	$1.96	$1.82
1967..........	77,886,311	11,724,057	39,124,304	5,513,707	1.99	2.12
1968..........	77,672,196	10,279,769	43,698,769	5,568,413	1.78	1.85

Table 22A.--Number of school districts in various per pupil expenditure categories under ESEA title II programs, by percent of enrollment which is Negro, 1967-68

Per pupil expenditure	Number and percent of school districts											
	Percent of enrollment which is Negro											
	0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
0...............	250	2.3	0	-	0	-	0	-	0	-	250	2.3
$0.01 to $0.50..	73	.7	73	0.7	0	-	0	-	0	-	146	1.3
$0.51 to $1.00..	469	4.3	136	1.3	14	0.1	1	0	0	-	620	5.7
$1.01 to $1.50..	1,224	11.3	679	6.3	259	2.4	1	0	0	-	2,163	20.0
$1.51 to $2.00..	2,311	21.3	1,204	11.1	815	7.5	101	.9	0	-	4,431	40.9
$2.01 to $2.50..	826	7.6	763	7.0	353	3.3	126	1.2	63	0.6	2,131	19.7
$2.51 to $3.00..	73	.7	322	3.0	15	.1	1	0	0	-	411	3.8
$3.01 to $3.50..	186	1.7	74	.7	73	.7	0	-	0	-	333	3.1
$3.51 to $4.00..	0	-	0	-	11	.1	0	-	0	-	11	.1
$4.01 to $5.00..	62	.6	62	.6	0	-	0	-	0	-	124	1.1
$5.01 to $6.01..	0	-	62	.6	11	.1	0	-	0	-	73	.7
$6.01 to $7.00..	62	.6	11	.1	0	-	0	-	0	-	73	.7
$7.01 and over..	62	.6	0	-	0	-	0	-	0	-	62	.6
Total......	5,598	51.7	3,386	31.3	1,551	14.3	230	2.1	63	.6	10,328	100.0

Table 22B.--Number of school districts in various per pupil expenditure categories under ESEA title II programs, by percent of enrollment which is Oriental, 1967-68

Per pupil expenditure	Number and percent of school districts											
	Percent of enrollment which is Oriental											
	0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
0..............	250	2.3	0	-	0	-	0	-	0	-	250	2.3
$0.01 to $0.50..	135	1.2	11	0.1	0	-	0	-	0	-	146	1.3
$0.51 to $1.00..	490	4.5	129	1.2	1	0	0	-	0	-	620	5.7
$1.01 to $1.50..	1,584	14.6	517	4.8	62	.6	0	-	0	-	2,163	20.0
$1.51 to $2.00..	4,015	37.1	415	3.8	0	-	1	0	0	-	4,431	40.9
$2.01 to $2.50..	1,930	17.8	201	1.9	0	-	0	-	0	-	2,131	19.7
$2.51 to $3.00..	396	3.7	15	.1	0	-	0	-	0	-	411	3.8
$3.01 to $3.50..	322	3.0	11	.1	0	-	0	-	0	-	333	3.1
$3.51 to $4.00..	0	-	0	-	11	.1	0	-	0	-	11	.1
$4.01 to $5.00..	124	1.1	0	-	0	-	0	-	0	-	124	1.1
$5.01 to $6.00..	73	.7	0	-	0	-	0	-	0	-	73	.7
$6.01 to $7.00..	73	.7	0	-	0	-	0	-	0	-	73	.7
$7.01 and over..	62	.6	0	-	0	-	0	-	0	-	62	.6
Total......	9,454	87.3	1,299	12.0	74	.7	1	0	0	-	10,828	100.0

Table 22C.--Number of school districts in various per pupil expenditure categories under ESEA title II programs, by percent of enrollment which is Spanish surnamed of Cuban descent, 1967-68

Per pupil expenditure	Number and percent of school districts											
	Percent of enrollment which is Spanish surnamed of Cuban descent											
	0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
0..............	250	2.3	0	-	0	-	0	-	0	-	250	2.3
$0.01 to $0.50..	146	1.3	0	-	0	-	0	-	0	-	146	1.3
$0.51 to $1.00..	617	5.7	2	0	1	0	0	-	0	-	620	5.7
$1.01 to $1.50..	2,064	19.1	97	.9	2	0	0	-	0	-	2,163	20.0
$1.51 to $2.00..	4,134	38.2	295	2.7	2	0	0	-	0	-	4,431	40.9
$2.01 to $2.50..	2,065	19.1	66	.6	0	-	0	-	0	-	2,131	19.7
$2.51 to $3.00..	409	3.8	2	0	0	-	0	-	0	-	411	3.8
$3.01 to $3.50..	333	3.1	0	-	0	-	0	-	0	-	333	3.1
$3.51 to $4.00..	11	.1	0	-	0	-	0	-	0	-	11	.1
$4.01 to $5.00..	124	1.1	0	-	0	-	0	-	0	-	124	1.1
$5.01 to $6.00..	73	.7	0	-	0	-	0	-	0	-	73	.7
$6.01 to $7.00..	73	.7	0	-	0	-	0	-	0	-	73	.7
$7.01 and over..	62	.6	0	-	0	-	0	-	0	-	62	.6
Total......	10,361	95.8	462	4.2	5	0	0	-	0	-	10,828	100.0

Table 22D.--Number of school districts in various per pupil expenditure categories under ESEA title II programs, by percent of enrollment which is Spanish surnamed of Latin American descent, 1967-68

Per pupil expenditure	Number and percent of school districts											
	Percent of enrollment which is Spanish surnamed of Latin American descent											
	0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
0...............	250	2.3	0	-	0	-	0	-	0	-	250	2.3
$0.01 to $0.50..	146	1.3	0	-	0	-	0	-	0	-	146	1.3
$0.51 to $1.00..	547	5.1	73	0.7	0	-	0	-	0	-	620	5.7
$1.01 to $1.50..	1,929	17.8	234	2.2	0	-	0	-	0	-	2,163	20.0
$1.51 to $2.00..	4,274	39.5	146	1.3	11	0.1	0	-	0	-	4,431	40.9
$2.01 to $2.50..	1,932	17.8	136	1.3	63	.6	0	-	0	-	2,131	19.7
$2.51 to $3.00..	347	3.2	2	0	62	.6	0	-	0	-	411	3.8
$3.01 to $3.50..	271	2.5	62	.6	0	-	0	-	0	-	333	3.1
$3.51 to $4.00..	11	.1	0	-	0	-	0	-	0	-	11	.1
$4.01 to $5.00..	124	1.1	0	-	0	-	0	-	0	-	124	1.1
$5.01 to $6.00..	73	.7	0	-	0	-	0	-	0	-	73	.7
$6.01 to $7.00..	73	.7	0	-	0	-	0	-	0	-	73	.7
$7.01 and over..	62	.6	0	-	0		0	-	0	-	62	.6
Total......	10,041	92.7	653	6.0	136	1.3	0	-	0	-	10,828	100.0

Table 22E.--Number of school districts in various per pupil expenditure categories under ESEA title II programs, by percent of enrollment which is Spanish surnamed of Mexican descent, 1967-68

Per pupil expenditure	Number and percent of school districts											
	Percent of enrollment which is Spanish surnamed of Mexican descent											
	0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
0...............	250	2.3	0	-	0	-	0	-	0	-	250	2.3
$0.01 to $0.50..	135	1.2	11	0.1	0	-	0	-	0	-	146	1.3
$0.51 to $1.00..	543	5.0	75	.7	2	0	0	-	0	-	620	5.7
$1.01 to $1.50..	1,353	12.5	444	4.1	366	3.4	0	-	0	-	2,163	20.0
$1.51 to $2.00..	3,409	31.5	878	8.1	79	.7	65	0.6	0	-	4,431	40.9
$2.01 to $2.50..	1,588	14.7	385	3.6	84	.8	74	.7	0	-	2,131	19.7
$2.51 to $3.00..	273	2.5	14	.1	124	1.1	0	-	0	-	411	3.8
$3.01 to $3.50..	332	3.1	1	0	0	-	0	-	0	-	333	3.1
$3.51 to $4.00..	11	.1	0	-	0	-	0	-	0	-	11	.1
$4.01 to $5.00..	124	1.1	0	-	0	-	0	-	0	-	124	1.1
$5.01 to $6.00..	73	.7	0	-	0	-	0	-	0	-	73	.7
$6.01 to $7.00..	73	.7	0	-	0	-	0	-	0	-	73	.7
$7.01 and over..	62	.6	0	-	0	-	0	-	0	-	62	.6
Total......	8,226	76.0	1,808	16.7	655	6.0	139	1.3	0	-	10,828	100.0

Table 22F.--Number of school districts in various per pupil expenditure categories under ESEA title II programs, by percent of enrollment which is Spanish surnamed of Puerto Rican descent, 1967-68

Per pupil expenditure	Number and percent of school districts											
	Percent of enrollment which is Spanish surnamed of Puerto Rican descent											
	0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
0..............	250	2.3	0	-	0	-	0	-	0	-	250	2.3
$0.01 to $0.50..	84	.8	62	0.6	0	-	0	-	0	-	146	1.3
$0.51 to $1.00..	558	5.1	62	.6	0	-	0	-	0	-	620	5.7
$1.01 to $1.50..	1,991	18.4	110	1.0	62	0.6	0	-	0	-	2,163	20.0
$1.51 to $2.00..	4,130	38.1	299	2.8	2	0	0	-	0	-	4,431	40.9
$2.01 to $2.50..	1,943	17.9	126	1.2	62	.6	0	-	0	-	2,131	19.7
$2.51 to $3.00..	409	3.8	1	0	1	0	0	-	0	-	411	3.8
$3.01 to $3.50..	322	3.0	11	.1	0	-	0	-	0	-	333	3.1
$3.51 to $4.00..	11	.1	0	-	0	-	0	-	0	-	11	.1
$4.01 to $5.00..	124	1.1	0	-	0	-	0	-	0	-	124	1.1
$5.01 to $6.00..	73	.7	0	-	0	-	0	-	0	-	73	.7
$6.01 to $7.00..	73	.7	0	-	0	-	0	-	0	-	73	.7
$7.01 and over..	62	.6	0	-	0	-	0	-	0	-	62	.6
Total......	10,030	92.6	671	6.2	127	1.2	0	-	0	-	10,828	100.0

Table 22G.--Number of school districts in various per pupil expenditure categories under ESEA title II programs, by percent of enrollment which is Spanish surnamed of Spanish descent, 1967-68

Per pupil expenditure	Number and percent of school districts											
	Percent of enrollment which is Spanish surnamed of Spanish descent											
	0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
0..............	250	2.3	0	-	0	-	0	-	0	-	250	2.3
$0.01 to $0.50..	146	1.3	0	-	0	-	0	-	0	-	146	1.3
$0.51 to $1.00..	361	3.3	259	2.4	0	-	0	-	0	-	620	5.7
$1.01 to $1.50..	1,836	17.0	326	3.0	1	0	0	-	0	-	2,163	20.0
$1.51 to $2.00..	3,899	36.0	468	4.3	64	.6	0	-	0	-	4,431	40.9
$2.01 to $2.50..	1,979	18.3	141	1.3	11	.1	0	-	0	-	2,131	19.7
$2.51 to $3.00..	410	3.8	1	0	0	-	0	-	0	-	411	3.8
$3.01 to $3.50..	333	3.1	0	-	0	-	0	-	0	-	333	3.1
$3.51 to $4.00..	11	.1	0	-	0	-	0	-	0	-	11	.1
$4.01 to $5.00..	124	1.1	0	-	0	-	0	-	0	-	124	1.1
$5.01 to $6.00..	73	.7	0	-	0	-	0	-	0	-	73	.7
$6.01 to $7.00..	73	.7	0	-	0	-	0	-	0	-	73	.7
$7.01 and over..	62	.6	0	-	0	-	0	-	0	-	62	.6
Total......	9,557	88.3	1,195	11.0	76	.7	0	-	0	-	10,828	100.0

Table 23A.--Number and percent of school districts with children from families of laborers, service workers, and skilled, semiskilled, and unskilled blue-collar workers, categorized by per pupil expenditures from ESEA title II programs, 1967-68

Per pupil expenditures	Percentage of children from families of laborers, service workers, and blue-collar workers										Total	
	0 percent		1 to 10 percent		11 to 50 percent		51 to 90 percent		91 to 100 percent			
	School districts		School districts		School districts		School districts		School districts			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)		(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
0..................	127	1.2	0	-	123	1.1	0	-	0	-	250	2.3
$[illegible] $0.50...	0	-	0	-	146	1.3	0	-	0	-	146	1.3
[illegible] $1.00...	0	-	0	-	484	4.4	136	1.3	0	-	620	5.7
$[illegible] 1.[illegible]	[illegible]	-	106	1.0	1,645	15.2	412	3.8	0	-	2,163	20.0
[illegible]	[illegible]	-	197	1.8	2,778	25.7	1,456	13.4	0	-	4,431	40.9
$2.01 [illegible]	[illegible]	-	248	2.3	1,027	9.5	856	7.9	0	-	2,131	19.7
$2.51 [illegible] $[illegible]	[illegible]	.6	62	.6	286	2.6	1	0	0	-	411	3.8
$3.[illegible] $3.50...	[illegible]	[illegible]	0	-	321	3.0	12	.1	0	-	333	3.1
$3.[illegible] to $4.00...	0	-	0	-	11	.1	0	-	0	-	11	.1
$4.01 to $5.00...	62	.6	0	-	62	.6	0	-	0	-	124	1.1
$5.01 to $6.00...	0	-	0	-	62	.6	11	.1	0	-	73	.7
$6.01 to $7.00...	0	-	0	-	73	.7	0	-	0	-	73	.7
$7.01 and over...	0	-	0	-	0	-	62	.6	0	-	62	.6
Total.......	251	2.3	613	5.7	7,018	64.8	2,946	27.2	0	-	10,828	100.0

Table 23B.--Number and percent of school districts with children from families of migrant farm workers, categorized by per pupil expenditures from ESEA title II programs, 1967-68

Per pupil expenditures	Percentage of children from families of migrant farm workers										Total	
	0 percent		1 to 10 percent		11 to 50 percent		51 to 90 percent		91 to 100 percent			
	School districts		School districts		School districts		School districts		School districts			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
0................	250	2.3	0	-	0	-	0	-	0	-	250	2.3
$0.01 to $0.50...	73	.7	73	0.7	0	-	0	-	0	-	146	1.3
$0.51 to $1.00...	369	3.4	189	1.7	62	0.6	0	-	0	-	620	5.7
$1.01 to $1.50...	1,459	13.4	580	5.4	124	1.1	0	-	0	-	2,163	20.0
$1.51 to $2.00...	3,349	30.9	1,081	10.0	1	0	0	-	0	-	4,431	40.9
$2.01 to $2.50...	1,535	14.2	584	5.4	12	.1	0	-	0	-	2,131	19.7
$2.51 to $3.00...	285	2.6	64	.6	62	.6	0	-	0	-	411	3.8
$3.01 to $3.50...	332	3.1	1	0	0	-	0	-	0	-	333	3.1
$3.51 to $4.00...	11	.1	0	-	0	-	0	-	0	-	11	.1
$4.01 to $5.00...	124	1.1	0	-	0	-	0	-	0	-	124	1.1
$5.01 to $6.00...	62	.6	11	.1	0	-	0	-	0	-	73	.7
$6.01 to $7.00...	73	.7	0	-	0	-	0	-	0	-	73	.7
$7.01 and over...	62	.6	0	-	0	-	0	-	0	-	62	.6
Total.......	7,984	73.7	2,583	23.9	261	2.4	0	-	0	-	10,828	100.0

Table 23C.--Number and percent of school districts with children from families of other white collar workers such as clerical and sales workers, categorized by per pupil expenditures from ESEA title II programs, 1967-68

Per pupil expenditures	Percentage of children from families of other white collar workers											
	0 percent		1 to 10 percent		11 to 50 percent		51 to 90 percent		91 to 100 percent		Total	
	School districts		School districts		School districts		School districts		School districts			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
0................	127	1.2	123	1.1	0	-	0	-	0	-	250	2.3
$0.01 to $0.50...	0	-	0	-	146	1.3	0	-	0	-	146	1.3
$0.51 to $1.00...	0	-	185	1.7	435	4.0	0	-	0	-	620	5.7
$1.01 to $1.50...	0	-	673	6.2	1,478	13.6	12	0.1	0	-	2,163	20.0
$1.51 to $2.00...	62	.6	1,459	13.4	2,835	26.2	75	.7	0	-	4,431	40.9
$2.01 to $2.50...	0	-	693	6.4	1,438	13.3	0	-	0	-	2,131	19.7
$2.51 to $3.00...	62	.6	74	.7	275	2.5	0	-	0	-	411	3.8
$3.01 to $3.50...	0	-	135	1.3	198	1.8	0	-	0	-	333	3.1
$3.51 to $4.00...	0	-	0	-	11	.1	0	-	0	-	11	.1
$4.01 to $5.00...	0	-	62	.6	62	.6	0	-	0	-	124	1.1
$5.01 to $6.00...	0	-	0	-	73	.7	0	-	0	-	73	.7
$6.01 to $7.00...	0	-	11	.1	62	.6	0	-	0	-	73	.7
$7.01 and over...	0	-	0	-	62	.6	0	-	0	-	62	.6
Total.......	251	2.4	3,415	31.5	7,075	65.3	87	.8	0	-	10,828	100.0

Table 23D.--Number and percent of school districts with children from families of professional, technical, and managerial white collar workers, categorized by per pupil expenditures from ESEA title II programs, 1967-68

Per pupil expenditures	Percentage of children from families of professional, technical, and managerial white collar workers											
	0 percent		1 to 10 percent		11 to 50 percent		51 to 90 percent		91 to 100 percent		Total	
	School districts		School districts		School districts		School districts		School districts			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
0...............	127	1.2	123	1.1	0	-	0	-	0	-	250	2.3
$0.01 to $0.50...	0	-	0	-	73	0.7	73	0.7	0	-	146	1.3
$0.51 to $1.00...	0	-	198	1.8	411	3.8	11	.1	0	-	620	5.7
$1.01 to $1.50...	0	-	779	7.2	1,319	12.1	65	.6	0	-	2,163	20.0
$1.51 to $2.00...	0	-	2,607	24.1	1,738	16.0	86	.8	0	-	4,431	40.9
$2.01 to $2.50...	1	0	1,249	11.5	881	8.1	0	-	0	-	2,131	19.7
$2.51 to $3.00...	0	-	76	.7	335	3.1	0	-	0	-	411	3.8
$3.01 to $3.50...	0	-	136	1.3	186	1.7	11	.1	0	-	333	3.1
$3.51 to $4.00...	0	-	0	-	11	.1	0	-	0	-	11	.1
$4.01 to $5.00...	62	.6	0	-	62	.6	0	-	0	-	124	1.1
$5.01 to $6.00...	0	-	11	.1	62	.6	0	-	0	-	73	.7
$6.01 to $7.00...	0	-	73	.7	0	-	0	-	0	-	73	.7
$7.01 and over...	0	-	62	.6	0	-	0	-	0	-	62	.6
Total.......	190	1.8	5,314	49.1	5,078	46.8	246	2.3	0	-	10,828	100.0

Table 23E.--Number and percent of school districts with children from families of rural agricultural workers (except migrant workers), categorized by per pupil expenditures from ESEA title II programs, 1967-68

Per pupil expenditures	Percentage of children from families of rural agricultural workers										Total	
	0 percent		1 to 10 percent		11 to 50 percent		51 to 90 percent		91 to 100 percent			
	School districts		School districts		School districts		School districts		School districts			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
0................	127	1.2	0	-	0	-	123	1.1	0	-	250	2.3
$0.01 to $0.50...	11	.1	73	0.7	62	0.6	0	-	0	-	146	1.3
$0.51 to $1.00...	163	1.5	136	1.3	197	1.8	124	1.1	0	-	620	5.7
$1.01 to $1.50...	682	6.2	791	7.3	443	4.1	247	2.3	0	-	2,163	20.0
$1.51 to $2.00...	512	4.7	2,052	19.0	1,743	16.1	124	1.1	0	-	4,431	40.9
$2.01 to $2.50...	322	3.0	941	8.6	683	6.3	185	1.7	0	-	2,131	19.7
$2.51 to $3.00...	26	.2	127	1.2	196	1.8	62	.6	0	-	411	3.8
$3.01 to $3.50...	62	.6	85	.8	124	1.1	62	.6	0	-	333	3.1
$3.51 to $4.00...	11	.1	0	-	0	-	0	-	0	-	11	.1
$4.01 to $5.00...	62	.6	0	-	0	-	62	.6	0	-	124	1.1
$5.01 to $6.00...	0	-	73	.7	0	-	0	-	0	-	73	.7
$6.01 to $7.00...	0	-	0	-	73	.7	0	-	0	-	73	.7
$7.01 and over...	0	-	62	.6	0	-	0	-	0	-	62	.6
Total.......	1,978	18.2	4,340	40.2	3,521	32.5	989	9.1	0	-	10,828	100.0

Table 23F.--Number and percent of school districts with children from families of welfare recipients or the chronically unemployed, categorized by per pupil expenditures from ESEA title II programs, 1967-68

Per pupil expenditures	Percentage of children from families of welfare recipients or the chronically unemployed											
	0 percent		1 to 10 percent		11 to 50 percent		51 to 90 percent		91 to 100 percent		Total	
	School districts		School districts		School districts		School districts		School districts			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
0................	126	1.2	62	0.6	62	0.6	0	-	0	-	250	2.3
$0.01 to $0.50...	0	-	146	1.3	0	-	0	-	0	-	146	1.3
$0.51 to $1.00...	76	.7	541	5.0	3	0	0	-	0	-	620	5.7
$1.01 to $1.50...	241	2.2	1,748	16.1	174	1.6	0	-	0	-	2,163	20.0
$1.51 to $2.00...	482	4.5	3,196	29.5	691	6.4	62	0.6	0	-	4,431	41.0
$2.01 to $2.50...	0	-	1,566	14.5	503	4.6	62	.6	0	-	2,131	19.7
$2.51 to $3.00...	124	1.1	223	2.1	64	.6	0	-	0	-	411	3.8
$3.01 to $3.50...	185	1.7	23	.2	125	1.2	0	-	0	-	333	3.1
$3.51 to $4.00...	0	-	11	.1	0	-	0	-	0	-	11	.1
$4.01 to $5.00...	0	-	62	.6	62	.6	0	-	0	-	124	1.1
$5.01 to $6.00...	0	-	73	.7	0	-	0	-	0	-	73	.7
$6.01 to $7.00...	0	-	0	-	73	.7	0	-	0	-	73	.7
$7.01 and over...	0	-	62	.6	0	-	0	-	0	-	62	.6
Total.......	1,234	11.4	7,713	71.2	1,757	16.2	124	1.2	0	-	10,828	100.0

Table 24.--Number of school districts in expenditure categories, by State and local per pupil expenditures and per pupil expenditures from ESEA title II for school library resources and other instructional materials, 1965-68

ESEA title II per pupil expenditures, 1965-68	State and local per pupil expenditures, 1965-68																			
	0 to $1.00		$1.01 to $2.00		$2.01 to $3.00		$3.01 to $4.00		$4.01 to $5.00		$5.01 to $7.00		$7.01 to $10.00		$10.01 to $15.00		$15.01 and over		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)
$0.01 to $0.50..	0	-	0	-	62	0.6	0	-	0	-	0	-	0	-	11	0.1	0	-	73	0.7
$0.51 to $1.00..	0	-	0	-	1	0	74	0.7	64	0.6	1	0	62	0.6	2	0	135	1.3	339	3.2
$1.01 to $1.50..	75	0.7	98	0.9	245	2.3	208	2.0	158	1.5	341	3.2	246	2.3	292	2.7	415	3.9	2,078	19.5
$1.51 to $2.00..	24	.2	437	4.1	518	4.8	552	5.2	390	3.7	598	5.6	583	5.4	337	3.2	525	4.9	3,964	37.1
$2.01 to $2.50..	0	-	271	2.5	296	2.8	294	2.7	198	1.9	229	2.1	210	2.0	480	4.5	417	3.9	2,395	22.4
$2.51 to $3.00..	73	.6	11	.1	62	.6	146	1.4	74	.7	136	1.3	2	0	185	1.7	21	.2	710	6.6
$3.01 to $3.50 .	11	.1	0	-	0	-	124	1.2	11	.1	0	-	62	.6	11	.1	185	1.7	404	3.8
$3.51 and over..	62	.6	62	.6	0	-	62	.6	73	.7	73	.7	135	1.2	0	-	248	2.3	715	6.7
Total......	245	2.2	879	8.2	1,184	11.1	1,460	13.8	968	9.2	1,378	12.9	1,300	12.1	1,318	12.3	1,946	18.2	10,678	100.0

Table 25.--Number of school districts in expenditure categories, by per pupil expenditures from ESEA title II, 1965-68, and per pupil expenditures for instructional materials from Federal sources other than ESEA title II, 1965-68

Per pupil expenditures from other Federal sources, 1965-68	Per pupil expenditures under ESEA title II, 1965-68																	
	0		$0.01 to $0.50		$0.51 to $1.00		$1.01 to $1.50		$1.51 to $2.00		$2.01 to $2.50		$2.51 to $3.00		$3.01 and over		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)
0..................	127	1.2	73	0.7	11	0.1	409	3.8	1,118	10.3	729	6.7	228	2.1	187	1.7	2,882	26.6
$0.01 to $0.50.....	0	-	0	-	64	.6	214	2.0	461	4.3	28	.3	1	0	11	.1	779	7.2
$0.51 to $1.00.....	0	-	0	-	0	-	244	2.3	326	3.0	295	2.7	21	.2	11	.1	897	8.3
$1.01 to $1.50.....	0	-	0	-	2	0	238	2.2	237	2.2	344	3.2	1	0	0	-	822	7.6
$1.51 to $2.00.....	0	-	0	-	124	1.1	26	.2	484	4.5	211	1.9	11	.1	146	1.4	1,002	9.2
$2.01 to $2.50.....	0	-	0	-	0	-	272	2.5	205	1.9	74	.7	1	0	0	-	552	5.1
$2.51 to $3.00.....	0	-	0	-	0	-	63	.6	256	2.4	198	1.8	62	.6	62	.6	641	5.9
$3.01 to $3.50.....	0	-	0	-	0	-	124	1.1	220	2.0	85	.8	73	.7	62	.6	564	5.2
$3.51 to $4.00.....	0	-	0	-	0	-	65	.6	14	.1	249	2.3	62	.6	135	1.3	525	4.8
$4.01 to $5.00.....	0	-	0	-	0	-	1	0	157	1.4	32	.3	73	.7	124	1.2	387	3.6
$5.01 to $6.00.....	0	-	0	-	0	-	125	1.2	33	.3	62	.6	1	0	124	1.1	345	3.2
$6.01 to $7.00.....	0	-	0	-	63	.6	11	.1	134	1.2	11	.1	124	1.1	0	-	343	3.2
$7.01 and over.....	0	-	0	-	64	.6	127	1.1	406	3.8	105	1.0	12	.1	382	3.5	1,096	10.1
Total.........	127	1.2	73	.7	328	3.0	1,919	17.7	4,051	37.4	2,423	22.3	670	6.2	1,244	11.5	10,835	100.0

Table 26.--Number of school districts in expenditure categories, by per pupil expenditures for instructional materials from Federal sources other than ESEA title II, 1965-68, and per pupil expenditures from ESEA title II, 1967-68

Per pupil expenditures from other Federal sources, 1965-68	Per pupil expenditures from ESEA title II, 1967-68																	
	0		$0.01 to $0.50		$0.51 to $1.00		$1.01 to $1.50		$1.51 to $2.00		$2.01 to $2.50		$2.51 to $3.00		$3.01 and over		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)
0....................	127	1.1	83	0.7	62	0.6	484	4.5	1,224	11.3	704	6.5	146	1.3	62	0.6	2,892	26.7
$0.01 to $0.50.......	0	-	0	-	65	.6	217	2.0	399	3.7	35	.3	62	.6	0	-	779	7.2
$0.51 to $1.00.......	0	-	0	-	62	.6	307	2.8	406	3.8	96	.9	2	0	22	.2	897	8.3
$1.01 to $1.50.......	0	-	0	-	35	.3	192	1.8	273	2.5	310	2.9	12	.1	0	-	822	7.6
$1.51 to $2.00.......	62	.6	0	-	146	1.3	107	1.0	527	4.8	76	.7	11	.1	73	.7	1,002	9.2
$2.01 to $2.50.......	0	-	0	-	62	.6	136	1.2	218	2.0	74	.7	62	.6	0	-	552	5.1
$2.51 to $3.00.......	0	-	0	-	0	-	24	.2	429	3.9	64	.6	0	-	124	1.2	641	5.9
$3.01 to $3.50.......	0	-	0	-	62	.6	125	1.2	157	1.4	147	1.3	0	-	73	.7	564	5.2
$3.51 to $4.00.......	0	-	62	.6	62	.6	63	.6	150	1.3	126	1.1	0	-	62	.6	525	4.8
$4.01 to $5.00.......	0	-	0	-	1	0	11	.1	157	1.4	94	.9	0	-	124	1.2	387	3.6
$5.01 to $6.00.......	0	-	0	-	0	-	125	1.2	33	.3	62	.6	124	1.1	1	0	345	3.2
$6.01 to $7.00.......	0	-	0	-	0	-	125	1.2	156	1.4	62	.6	0	-	0	-	343	3.2
$7.01 and over.......	62	.6	0	-	64	.6	249	2.3	304	2.8	281	2.6	1	0	135	1.2	1,096	10.1
Total...........	251	2.3	145	1.3	621	5.8	2,165	20.1	4,433	40.6	2,133	19.7	411	3.8	676	6.4	10,835	100.0

Table 27.--Number of school districts in expenditure categories, by per pupil expenditures for instructional materials from State and local funds, 1965-68, and per pupil expenditures from ESEA title II, 1967-68

ESEA title II per pupil expenditures, 1967-68	Per pupil expenditures from State and local funds, 1965-68																	
	0 to $1.00		$1.01 to $3.00		$3.01 to $5.00		$5.01 to $7.00		$7.01 to $10.00		$10.01 to $15.00		$15.01 to $20.00		$20.01 and over		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)
0................	126	1.1	0	-	0	-	0	-	0	-	0	-	62	0.6	62	0.6	250	2.3
$0.01 to $0.50...	0	-	62	0.6	0	-	0	-	0	-	11	0.1	0	-	73	.6	146	1.3
$0.51 to $1.00...	0	-	13	.1	382	3.5	2	0	124	1.1	24	.2	63	.6	12	.1	620	5.7
$1.01 to $1.50...	0	-	268	2.4	451	4.2	359	3.3	295	2.7	292	2.7	83	.8	415	3.7	2,163	20.0
$1.51 to $2.00...	97	.9	1,183	10.9	1,009	9.3	548	5.0	631	5.8	565	5.2	169	1.5	229	2.1	4,431	40.9
$2.01 to $2.50...	168	1.5	371	3.4	420	3.9	146	1.4	84	.8	498	4.6	124	1.1	320	3.0	2,131	19.7
$2.51 to $3.00...	0	-	124	1.1	75	.7	62	.6	12	.1	1	0	75	.7	62	.6	411	3.8
$3.01 to $3.50...	0	-	135	1.3	62	.6	12	.1	0	-	124	1.1	0	-	0	-	333	3.1
$3.51 to $4.00...	0	-	0	-	0	-	0	-	0	-	11	.1	0	-	0	-	11	.1
$4.01 to $5.00...	0	-	62	.6	0	-	62	.6	0	-	0	-	0	-	0	-	124	1.1
$5.01 to $6.00...	0	-	0	-	62	.6	0	-	11	.1	0	-	0	-	0	-	73	.7
$6.01 to $7.00...	0	-	0	-	0	-	11	.1	62	.6	0	-	0	-	0	-	73	.7
$7.01 and over...	0	-	0	-	0	-	0	-	62	.6	0	-	0	-	0	-	62	.6
Total.......	391	3.6	2,218	20.5	2,461	22.8	1,202	11.1	1,281	11.8	1,526	14.1	576	5.3	1,173	10.8	10,828	100.0

Table 28.--Number of school districts in expenditure categories, by per pupil expenditures for instructional materials from State, local, and Federal sources excluding ESEA title II, 1965-68, and per pupil expenditures from ESEA title II, 1967-68

ESEA title II per pupil expenditures, 1967-68	Per pupil expenditures from State, local, and Federal sources excluding ESEA title II, 1965-68																	
	0 to $1.00		$1.01 to $3.00		$3.01 to $5.00		$5.01 to $7.00		$7.01 to $10.00		$10.01 to $15.00		$15.01 to $20.00		$20.01 and over		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)
0................	127	1.2	0	-	0	-	0	-	0	-	0	-	0	-	123	1.1	250	2.3
$0.01 to $0.50...	0	-	62	0.5	0	-	0	-	0	-	11	0.1	0	-	73	.7	146	1.3
$0.51 to $1.00...	0	-	12	.1	249	2.3	135	1.3	0	-	148	1.3	1	0	75	.7	620	5.7
$1.01 to $1.50...	0	-	130	1.2	394	3.6	303	2.8	347	3.2	293	2.7	157	1.4	539	5.0	2,163	20.0
$1.51 to $2.00...	12	.1	548	5.0	1,168	10.8	696	6.4	558	5.1	853	7.9	294	2.7	302	2.8	4,431	40.9
$2.01 to $2.50...	62	.6	293	2.7	270	2.6	354	3.2	190	1.8	322	2.9	247	2.3	393	3.6	2,131	19.7
$2.51 to $3.00...	0	-	124	1.3	75	.7	62	.6	11	.1	1	0	75	.7	63	.6	411	3.8
$3.01 to $3.50...	0	-	73	.6	62	.6	62	.6	11	.1	63	.6	62	.6	0	-	333	3.1
$3.51 to $4.00...	0	-	0	-	0	-	0	-	0	-	11	.1	0	-	0	-	11	.1
$4.01 to $5.00...	0	-	0	-	0	-	62	.6	62	.6	0	-	0	-	0	-	124	1.1
$5.01 to $6.00...	0	-	0	-	0	-	0	-	62	.6	0	-	11	.1	0	-	73	.7
$6.01 to $7.00...	0	-	0	-	0	-	0	-	11	.1	0	-	0	-	62	.6	73	.7
$7.01 and over...	0	-	0	-	0	-	0	-	0	-	62	.6	0	-	0	-	62	.6
Total.......	201	1.9	1,242	11.4	2,218	20.6	1,674	15.5	1,252	11.6	1,764	16.2	847	7.8	1,630	15.0	10,828	100.0

Table 29.--Number of public elementary schools in categories of per pupil expenditures for instructional materials from State, local, and Federal sources other than ESEA title II, as compared with number of schools in categories of ESEA title II per pupil expenditures, 1965-68

ESEA title II per pupil expenditures, 1965-68	Per pupil expenditures for instructional materials from State, local, and Federal sources other than ESEA title II, 1965-68																	
	0 to $1.00		$1.01 to $3.00		$3.01 to $5.00		$5.01 to $7.00		$7.01 to $10.00		$10.01 to $15.00		$15.01 to $20.00		$20.01 and over		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)
0...............	385	0.8	0	-	27	0.1	0	-	27	0.1	0	-	77	0.1	77	0.1	593	1.2
$0.01 to $0.50..	27	.1	95	0.2	81	.2	296	0.6	211	.4	0	-	0	-	230	.4	940	1.9
$0.51 to $1.00..	124	.2	1,320	2.6	731	1.4	572	1.1	516	1.0	278	0.5	95	.2	157	.3	3,793	7.3
$1.01 to $1.50..	232	.5	2,866	5.6	3,191	6.2	2,038	4.0	1,565	3.0	1,741	3.4	690	1.3	575	1.1	12,898	25.1
$1.51 to $2.00..	282	.5	3,613	7.0	4,045	7.9	2,075	4.0	1,944	3.8	2,331	4.5	903	1.8	642	1.3	15,835	30.8
$2.01 to $2.50..	145	.3	2,179	4.2	1,877	3.7	1,260	2.5	1,244	2.4	1,423	2.8	387	.8	723	1.4	9,238	18.1
$2.51 to $3.00..	77	.1	778	1.5	397	.8	474	.9	145	.3	352	.7	296	.6	402	.8	2,921	5.7
$3.01 to $3.50..	41	.1	282	.5	329	.6	493	1.0	153	.3	388	.8	83	.2	104	.2	1,873	3.7
$3.51 to $4.00..	118	.2	226	.4	95	.2	180	.4	222	.4	77	.1	77	.1	77	.1	1,072	1.9
$4.01 to $5.00..	0	-	131	.3	68	.1	104	.2	54	.1	0	-	77	.1	77	.1	511	.9
$5.01 to $6.00..	77	.1	81	.2	201	.4	41	.1	110	.2	0	-	41	.1	0	-	551	1.1
$6.01 to $7.00..	0	-	118	.2	27	.1	0	-	27	.1	27	.1	0	-	0	-	199	.5
$7.01 and over..	27	.1	246	.5	41	.1	83	.2	118	.2	230	.4	77	.1	95	.2	917	1.8
Total......	1,535	3.0	11,935	23.2	11,110	21.8	7,616	15.0	6,336	12.3	6,847	13.3	2,803	5.4	3,159	6.0	51,341	100.0

Table 30.--Number of public secondary schools in categories of per pupil expenditures for instructional materials from State, local, and Federal sources other than ESEA title II, as compared with number of schools in categories of ESEA title II per pupil expenditures, 1965-68

ESEA title II per pupil expenditures, 1965-68	Per pupil expenditures for instructional materials from State, local, and Federal sources other than ESEA title II, 1965-68																	
	0 to $1.00		$1.01 to $3.00		$3.01 to $5.00		$5.01 to $7.00		$7.01 to $10.00		$10.01 to $15.00		$15.01 to $20.00		$20.01 and over		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)
0..............	156	0.8	0	-	0	-	0	-	0	-	0	-	0	-	63	0.3	219	1.1
$0.01 to $0.50..	0	-	187	1.0	17	0.1	0	-	35	0.2	17	0.1	0	-	0	-	256	1.3
$0.51 to $1.00..	0	-	295	1.5	381	2.0	58	0.3	172	.9	41	.2	80	0.4	65	.3	1,092	5.6
$1.01 to $1.50..	0	-	693	3.6	1,159	5.9	708	3.6	814	4.2	382	2.0	385	2.0	535	2.7	4,676	24.0
$1.51 to $2.00..	0	-	552	2.8	1,448	7.4	722	3.7	460	2.4	769	3.9	429	2.2	696	3.6	5,076	26.0
$2.01 to $2.50..	24	.1	454	2.3	788	4.0	658	3.4	400	2.1	677	3.5	214	1.1	656	3.4	3,871	19.8
$2.51 to $3.00..	126	.6	139	.7	128	.7	215	1.1	191	1.0	48	.2	80	.4	126	.6	1,05[illegible]	5.4
$3.01 to $3.50..	0	-	126	.6	237	1.2	80	.4	151	.8	65	.3	63	.3	278	1.4	1,00[illegible]	5.1
$3.51 to $4.00..	126	.6	0	-	72	.4	41	.2	126	.6	24	.1	0	-	127	.6	516	2.6
$4.01 to $5.00..	0	-	65	.3	145	.7	135	.7	207	1.1	209	1.1	72	.4	150	.8	983	5.0
$5.01 to $6.00..	0	-	24	.1	24	.1	17	.1	17	.1	0	-	63	.3	0	-	145	.7
$6.01 to $7.00..	0	-	0	-	0	-	0	-	63	.3	17	.1	0	-	63	.3	143	.7
$7.01 and over..	0	-	24	.1	87	.4	190	1.0	17	.1	80	.4	17	.1	63	.3	478	2.5
Total......	432	2.2	2,559	13.1	4,486	22.9	2,824	14.4	2,653	13.6	2,329	11.9	1,403	7.2	2,822	14.5	19,508	99.8

Table 31A.--State and local per pupil expenditures by number and percent of school districts in categories of expenditures for school library resources and other instructional materials, 1964-65 and 1967-68

Expenditures per pupil	1964-65		1967-68	
	Number of school districts	Percent of total school districts	Number of school districts	Percent of total school districts
(1)	(2)	(3)	(4)	(5)
Total school districts......	10,821	100.0	10,821	100.0
0 to $2.00...........	2,383	22.0	1,384	12.8
$2.01 to $4.00.......	2,805	25.9	1,992	18.4
$4.01 to $6.00.......	1,591	14.7	1,635	15.1
$6.01 to $8.00.......	531	4.9	1,563	14.4
$8.01 to $10.00......	890	8.2	795	7.3
$10.01 to $12.00.....	407	3.8	508	4.7
$12.01 to $14.00.....	761	7.0	523	4.8
$14.01 and over......	1,455	13.5	2,425	22.5

Table 31B.--State and local per pupil expenditures by number and percent of school districts in categories of expenditures for textbooks, 1964-65 and 1967-68

Expenditures per pupil	1964-65		1967-68	
	Number of school districts	Percent of total school districts	Number of school districts	Percent of total school districts
(1)	(2)	(3)	(4)	(5)
Total school districts......	10,819	100.0	10,819	100.0
0 to $2.00...........	2,736	25.3	2,465	22.8
$2.01 to $4.00.......	2,119	19.6	1,557	14.4
$4.01 to $6.00.......	2,376	21.9	2,306	21.3
$6.01 to $8.00.......	1,936	17.9	2,137	19.7
$8.01 to $10.00......	772	7.1	1,321	12.2
$10.01 to $12.00.....	281	2.6	512	4.7
$12.01 to $14.00.....	73	.7	137	1.3
$14.01 and over......	531	4.9	389	3.6

Table 32A.--Percent of total current school district expenditures*from all sources allotted to school library resources and other instructional materials by number and percent of school districts, 1964-65 and 1967-68

Percent of total current expenditures	Number and percent of school districts			
	1964-65		1967-68	
	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)
0 to 2.5........	8,184	75.6	8,449	78.0
2.6 to 5.0......	2,432	22.5	2,197	20.3
5.1 to 7.5......	124	1.1	95	.9
7.6 to 10.0.....	62	.6	62	.6
10.1 to 15.0....	0	-	0	-
15.1 to 20.0....	1	0	0	-
20.1 to 25.0....	0	-	21	.2
25.1 and over...	21	.2	0	-
Total......	10,824	100.0	10,824	100.0

*Current expenditures exclude only those for capital outlay and debt service.

Table 32B.--Percent of total current school district expenditures*from all sources allotted to textbooks by number and percent of school districts, 1964-65 and 1967-68

Percent of total current expenditures ①	Number and percent of school districts			
	1964-65		1967-68	
	Number ②	Percent ③	Number ④	Percent ⑤
0 to 2.5........	10,126	93.5	9,853	91.0
2.6 to 5.0......	425	3.9	749	6.9
5.1 to 7.5......	125	1.2	135	1.3
7.6 to 10.0.....	2	0	2	0
10.1 to 15.0....	135	1.3	63	.6
15.1 to 20.0....	0	-	11	.1
20.1 to 25.0....	0	-	0	-
25.1 and over...	11	.1	11	.1
Total......	10,824	100.0	10,824	100.0

*Current expenditures exclude only those for capital outlay and debt service.

Table 33.--Number of school districts in categories of pupil expenditures which would have met 1967-68 needs for school library resources, textbooks, and other instructional materials

Additional per pupil expenditures needed	School districts					
	School library resources		Textbooks		Other instructional materials	
	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)
0 to $3.00.........	3,892	36.0	6,586	60.8	6,465	59.7
$3.01 to $5.00.....	1,516	14.0	854	7.9	1,498	13.8
$5.01 to $7.00.....	1,630	15.1	1,129	10.4	484	4.5
$7.01 to $9.00.....	479	4.4	826	7.6	408	3.8
$9.01 to $11.00....	729	6.7	692	6.4	502	4.6
$11.01 to $13.00...	658	6.1	222	2.1	209	.9
$13.01 to $15.00...	367	3.4	127	1.2	74	.7
$15.01 to $20.00...	556	5.1	189	1.7	497	4.6
$20.01 to $25.00...	208	1.9	0	-	322	3.0
$25.01 to $30.00...	286	2.6	125	1.2	85	.8
$30.01 and over....	503	4.7	74	.7	280	2.6
Total.........	10,824	100.0	10,824	100.0	10,824	100.0

Table 34.--Number of school districts reporting amounts of school library resources and other instructional materials acquired per pupil under ESEA title II, 1965-68, by number of instructional materials per pupil available in school districts, June 1965

Number of school library resources and other instructional materials acquired under ESEA title II, 1965-68		Number of instructional materials per pupil available in school districts, June 1965				
		0 to 5	6 to 10	11 to 15	16 to 20	21 and over
(1)		(2)	(3)	(4)	(5)	(6)
Books per pupil	0 to 5......	3,891	4,826	1,589	393	64
	6 to 10.....	62	0	0	0	0
	11 to 15.....	0	0	0	0	0
	16 to 20.....	0	0	0	0	0
	21 and over..	0	0	0	0	0
Audiovisual items per pupil	0 to 5......	3,953	4,826	1,589	393	64
	6 to 10.....	0	0	0	0	0
	11 to 15.....	0	0	0	0	0
	16 to 20.....	0	0	0	0	0
	21 and over..	0	0	0	0	0
Periodicals per pupil (number of subscriptions)	0 to 5......	2,701	3,509	1,163	259	64
	6 to 10.....	490	311	157	61	0
	11 to 15.....	46	198	124	0	0
	16 to 20.....	272	107	62	62	0
	21 and over..	443	701	83	11	0

Table 35A.--Number of public elementary schools in various categories of quantities of audiovisual materials acquired under ESEA title II programs, by enrollment size of school and percent of enrollment which is Negro, 1965-68

School enrollment	Items per school	Percent of enrollment which is Negro											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils	0 to 50.......	2,421	4.7	939	1.8	240	0.5	27	0.1	199	0.4	3,826	7.5
	51 to 75.......	355	.7	68	.1	151	.3	0	-	0	-	574	1.1
	76 to 100......	77	.1	27	.1	41	.1	0	-	0	-	145	.3
	101 to 200......	119	.2	41	.1	41	.1	0	-	0	-	201	.4
	201 and over....	231	.4	27	.1	41	.1	68	.1	201	.4	568	1.1
Schools with 201 to 999 pupils	0 to 100......	15,017	29.2	8,866	17.3	3,092	6.0	669	1.3	2,357	4.6	30,001	58.4
	101 to 200......	2,792	5.4	2,003	3.9	522	1.0	195	.4	638	1.3	6,150	12.0
	201 to 400......	1,929	3.8	1,245	2.4	596	1.2	162	.3	226	.4	4,158	8.1
	401 to 600......	916	1.8	263	.5	412	.8	27	.1	108	.2	1,726	3.4
	601 to 1,000....	597	1.2	419	.8	0	-	27	.1	54	.1	1,107	2.2
	1,001 and over..	195	.4	211	.4	83	.2	230	.4	27	.1	806	1.5
Schools with 1,000 or more pupils	0 to 100......	644	1.2	472	.9	259	.5	149	.3	553	1.1	2,077	4.0
	101 and over....	0	-	0	-	0	-	0	-	0	-	0	-
	Total......	25,293	49.2	14,651	28.4	5,478	10.8	1,554	3.0	4,363	8.6	51,339	100.0

Table 35B.--Number of public secondary schools in various categories of quantities of audiovisual materials acquired under ESEA title II programs, by enrollment size of school and percent of enrollment which is Negro, 1965-68

School enrollment	Items per school	Percent of enrollment which is Negro											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils	0 to 50.......	965	5.0	279	1.4	190	1.0	0	-	17	0.1	1,451	7.5
	51 to 75.......	63	.3	63	.3	0	-	0	-	0	-	126	.6
	76 to 100......	0	-	0	-	24	.1	0	-	24	.1	48	.2
	101 to 200......	253	1.3	0	-	0	-	0	-	0	-	253	1.3
	201 and over....	24	.1	41	.2	24	.1	0	-	0	-	89	.5
Schools with 201 to 999 pupils	0 to 100......	4,087	21.0	2,275	11.7	986	5.1	76	0.4	496	2.5	7,920	40.6
	101 to 200......	651	3.3	557	2.9	128	.7	80	.4	303	1.6	1,719	8.8
	201 to 400......	475	2.4	501	2.6	117	.6	63	.3	80	.4	1,236	6.3
	401 to 600......	72	.4	48	.2	48	.2	0	-	104	.5	272	1.4
	601 to 1,000....	189	1.0	185	.9	65	.3	0	-	0	-	439	2.3
	1,001 and over..	214	1.1	87	.4	48	.2	0	-	87	.4	436	2.2
Schools with 1,000 or more pupils	0 to 100......	1,691	8.7	2,291	11.7	948	4.9	179	.9	410	2.1	5,519	28.3
	101 and over....	0	-	0	-	0	-	0	-	0	-	0	-
	Total......	8,684	44.5	6,327	32.4	2,578	13.2	398	2.1	1,521	7.8	19,508	100.0

Table 35C.--Number of public elementary schools in various categories of quantities of audiovisual materials acquired under ESEA title II programs, by enrollment size of school and percent of enrollment which is Oriental, 1965-68

School enrollment	Items per school	Percent of enrollment which is Oriental											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils	0 to 50.......	3,495	6.9	304	0.6	0	-	0	-	27	0.1	3,826	7.5
	51 to 75.......	533	1.0	41	.1	0	-	0	-	0	-	574	1.1
	76 to 100......	145	.3	0	-	0	-	0	-	0	-	145	.3
	101 to 200......	201	.4	0	-	0	-	0	-	0	-	201	.4
	201 and over....	500	1.0	68	.1	0	-	0	-	0	-	568	1.1
Schools with 201 to 999 pupils	0 to 100......	24,828	48.3	4,974	9.7	199	0.4	0	-	0	-	30,001	58.4
	101 to 200......	4,574	8.9	1,576	3.1	0	-	0	-	0	-	6,150	12.0
	201 to 400......	3,610	7.0	521	1.0	0	-	27	0.1	0	-	4,158	8.1
	401 to 600......	1,540	3.0	186	.4	0	-	0	-	0	-	1,726	3.4
	601 to 1,000....	831	1.7	276	.5	0	-	0	-	0	-	1,107	2.2
	1,001 and over..	653	1.2	153	.3	0	-	0	-	0	-	806	1.5
Schools with 1,000 or more pupils	0 to 100......	1,752	3.4	325	.6	0	-	0	-	0	-	2,077	4.0
	101 and over....	0	-	0	-	0	-	0	-	0	-	0	-
	Total......	42,662	83.0	8,424	16.4	199	.4	27	.1	27	.1	51,339	100.0

Table 35D.--Number of public secondary schools in various categories of quantities of audiovisual materials acquired under ESEA title II programs, by enrollment size of school and percent of enrollment which is Oriental, 1965-68

School enrollment	Items per school	Percent of enrollment which is Oriental											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils	0 to 50.......	1,371	7.0	80	0.5	0	-	0	-	0	-	1,451	7.5
	51 to 75.......	126	.6	0	-	0	-	0	-	0	-	126	.6
	76 to 100......	48	.2	0	-	0	-	0	-	0	-	48	.2
	101 to 200......	253	1.3	0	-	0	-	0	-	0	-	253	1.3
	201 and over....	65	.4	24	.1	0	-	0	-	0	-	89	.5
Schools with 201 to 999 pupils	0 to 100......	7,307	37.5	589	3.0	0	-	0	-	24	0.1	7,920	40.6
	101 to 200......	1,528	7.8	191	1.0	0	-	0	-	0	-	1,719	8.8
	201 to 400......	919	4.7	317	1.6	0	-	0	-	0	-	1,236	6.3
	401 to 600......	272	1.4	0	-	0	-	0	-	0	-	272	1.4
	601 to 1,000....	359	1.9	80	.4	0	-	0	-	0	-	439	2.3
	1,001 and over..	373	1.9	63	.3	0	-	0	-	0	-	436	2.2
Schools with 1,000 or more pupils	0 to 100......	3,996	20.5	1,472	7.5	34	0.2	0	-	17	.1	5,519	28.3
	101 and over....	0	-	0	-	0	-	0	-	0	-	0	-
	Total......	16,617	85.2	2,816	14.4	34	.2	0	-	41	.2	19,508	100.0

Table 35E.--Number of public elementary schools in various categories of quantities of audiovisual materials acquired under ESEA title II programs, by enrollment size of school and percent of enrollment which is Spanish surnamed of Cuban descent, 1965-68

School enrollment	Items per school	Percent of enrollment which is Spanish surnamed of Cuban descent											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils	0 to 50.......	3,826	7.5	0	-	0	-	0	-	0	-	3,826	7.5
	51 to 75.......	574	1.1	0	-	0	-	0	-	0	-	574	1.1
	76 to 100......	145	.3	0	-	0	-	0	-	0	-	145	.3
	101 to 200......	201	.4	0	-	0	-	0	-	0	-	201	.4
	201 and over....	568	1.1	0	-	0	-	0	-	0	-	568	1.1
Schools with 201 to 999 pupils	0 to 100......	28,224	55.0	1,709	3.3	68	0.1	0	-	0	-	30,001	58.4
	101 to 200......	5,531	10.8	551	1.1	68	.1	0	-	0	-	6,150	12.0
	201 to 400......	4,009	7.8	149	.3	0	-	0	-	0	-	4,158	8.1
	401 to 600......	1,595	3.1	104	.2	27	.1	0	-	0	-	1,726	3.4
	601 to 1,000....	1,003	2.0	104	.2	0	-	0	-	0	-	1,107	2.2
	1,001 and over..	806	1.5	0	-	0	-	0	-	0	-	806	1.5
Schools with 1,000 or more pupils	0 to 100......	1,806	3.5	271	.5	0	-	0	-	0	-	2,077	4.0
	101 and over....	0	-	0	-	0	-	0	-	0	-	0	-
	Total......	[illegible] 288	94.1	2,888	5.6	163	.3	0	-	0	-	51,339	100.0

Table 35F.--Number of public secondary schools in various categories of quantities of audiovisual materials acquired under ESEA title II programs, by enrollment size of school and percent of enrollment which is Spanish surnamed of Cuban descent, 1965-68

School enrollment	Items per school	Percent of enrollment which is Spanish surnamed of Cuban descent											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils	0 to 50.......	1,451	7.5	0	-	0	-	0	-	0	-	1,451	7.5
	51 to 75.......	126	.6	0	-	0	-	0	-	0	-	126	.6
	76 to 100......	48	.2	0	-	0	-	0	-	0	-	48	.2
	101 to 200......	253	1.3	0	-	0	-	0	-	0	-	253	1.3
	201 and over....	89	.5	0	-	0	-	0	-	0	-	89	.5
Schools with 201 to 999 pupils	0 to 100......	7,771	39.8	132	0.7	17	0.1	0	-	0	-	7,920	40.6
	101 to 200......	1,639	8.4	80	.4	0	-	0	-	0	-	1,719	8.8
	201 to 400......	1,202	6.2	34	.2	0	-	0	-	0	-	1,236	6.3
	401 to 600......	248	1.3	24	.1	0	-	0	-	0	-	272	1.4
	601 to 1,000....	352	1.8	87	.4	0	-	0	-	0	-	439	2.3
	1,001 and over..	436	2.2	0	-	0	-	0	-	0	-	436	2.2
Schools with 1,000 or more pupils	0 to 100......	4,803	24.6	665	3.4	34	.2	17	0.1	0	-	5,519	28.3
	101 and over....	0	-	0	-	0	-	0	-	0	-	0	-
	Total......	18,418	94.4	1,022	5.2	51	.3	17	.1	0	-	19,508	100.0

Table 35G.--Number of public elementary schools in various categories of quantities of audiovisual materials acquired under ESEA title II programs, by enrollment size of school and percent of enrollment which is Spanish surnamed of Latin American descent, 1965-68

School enrollment	Items per school	Percent of enrollment which is Spanish surnamed of Latin American descent											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils	0 to 50.......	3,640	7.1	186	0.4	0	-	0	-	0	-	3,826	7.5
	51 to 75.......	574	1.1	0	-	0	-	0	-	0	-	574	1.1
	76 to 100......	145	.3	0	-	0	-	0	-	0	-	145	.3
	101 to 200......	160	.3	41	.1	0	-	0	-	0	-	201	.4
	201 and over....	541	1.0	27	.1	0	-	0	-	0	-	568	1.1
Schools with 201 to 999 pupils	0 to 100......	28,522	55.5	1,357	2.6	95	0.2	27	0.1	0	-	30,001	58.4
	101 to 200......	5,529	10.8	621	1.2	0	-	0	-	0	-	6,150	12.0
	201 to 400......	3,826	7.4	137	.3	195	.4	0	-	0	-	4,158	8.1
	401 to 600......	1,726	3.4	0	-	0	-	0	-	0	-	1,726	3.4
	601 to 1,000....	912	1.8	195	.4	0	-	0	-	0	-	1,107	2.2
	1,001 and over..	688	1.3	118	.2	0	-	0	-	0	-	806	1.5
Schools with 1,000 or more pupils	0 to 100......	1,860	3.6	217	.4	0	-	0	-	0	-	2,077	4.0
	101 and over....	0	-	0	-	0	-	0	-	0	-	0	-
	Total......	48,123	93.6	2,899	5.7	290	.6	27	.1	0	-	51,339	100.0

Table 35H.--Number of public secondary schools in various categories of quantities of audiovisual materials acquired under ESEA title II programs, by enrollment size of school and percent of enrollment which is Spanish surnamed of Latin American descent, 1965-68

School enrollment	Items per school	Percent of enrollment which is Spanish surnamed of Latin American descent											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils	0 to 50.......	1,325	6.8	126	0.6	0	-	0	-	0	-	1,451	7.5
	51 to 75.......	126	.6	0	-	0	-	0	-	0	-	126	.6
	76 to 100......	48	.2	0	-	0	-	0	-	0	-	48	.2
	101 to 200......	253	1.3	0	-	0	-	0	-	0	-	253	1.3
	201 and over....	89	.5	0	-	0	-	0	-	0	-	89	.5
Schools with 201 to 999 pupils	0 to 100......	7,487	38.4	433	2.2	0	-	0	-	0	-	7,920	40.6
	101 to 200......	1,591	8.2	128	.7	0	-	0	-	0	-	1,719	8.8
	201 to 400......	1,139	5.8	17	.1	80	0.4	0	-	0	-	1,236	6.3
	401 to 600......	272	1.4	0	-	0	-	0	-	0	-	272	1.4
	601 to 1,000....	439	2.3	0	-	0	-	0	-	0	-	439	2.3
	1,001 and over..	310	1.6	126	.6	0	-	0	-	0	-	436	2.2
Schools with 1,000 or more pupils	0 to 100......	4,609	23.6	858	4.4	52	.1	0	-	0	-	5,519	28.3
	101 and over....	0	-	0	-	0	-	0	-	0	-	0	-
	Total......	17,688	90.7	1,688	8.7	132	.7	0	-	0	-	19,508	100.0

Table 351.--Number of public elementary schools in various categories of quantities of audiovisual materials acquired under ESEA title II programs, by enrollment size of school and percent of enrollment which is Spanish surnamed of Mexican descent, 1965-68

School enrollment	Items per school	Percent of enrollment which is Spanish surnamed of Mexican descent											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils	0 to 50.......	3,489	6.9	219	0.4	77	0.1	41	0.1	0	-	3,826	7.5
	51 to 75.......	533	1.0	41	.1	0	-	0	-	0	-	574	1.1
	76 to 100......	145	.3	0	-	0	-	0	-	0	-	145	.3
	101 to 200......	201	.4	0	-	0	-	0	-	0	-	201	.4
	201 and over....	437	.8	131	.3	0	-	0	-	0	-	568	1.1
Schools with 201 to 999 pupils	0 to 100......	23,179	45.1	4,722	9.2	1,525	3.0	385	.7	190	0.4	30,001	58.4
	101 to 200......	4,579	8.9	1,201	2.3	302	.6	41	.1	27	.1	6,150	12.0
	201 to 400......	3,236	6.3	632	1.2	290	.6	0	-	0	-	4,158	8.1
	401 to 600......	1,432	2.9	149	.3	68	.1	77	.1	0	-	1,726	3.4
	601 to 1,000....	740	1.5	263	.5	104	.2	0	-	0	-	1,107	2.2
	1,001 and over..	535	1.0	0	-	271	.5	0	-	0	-	806	1.5
Schools with 1,000 or more pupils	0 to 100......	1,497	2.9	526	1.0	54	.1	0	-	0	-	2,077	4.0
	101 and over....	0	-	0	-	0	-	0	-	0	-	0	-
	Total......	40,003	78.0	7,884	15.3	2,691	5.2	544	1.0	217	.5	51,339	100.0

Table 35J.--Number of public secondary schools in various categories of quantities of audiovisual materials acquired under ESEA title II programs, by enrollment size of school and percent of enrollment which is Spanish surnamed of Mexican descent, 1965-68

School enrollment	Items per school	Percent of enrollment which is Spanish surnamed of Mexican descent											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils	0 to 50.......	1,157	5.9	231	1.2	63	0.3	0	-	0	-	1,451	7.5
	51 to 75.......	0	-	63	.3	63	.3	0	-	0	-	126	.6
	76 to 100......	48	.2	0	-	0	-	0	-	0	-	48	.2
	101 to 200......	253	1.3	0	-	0	-	0	-	0	-	253	1.3
	201 and over....	89	.5	0	-	0	-	0	-	0	-	89	.5
Schools with 201 to 999 pupils	0 to 100......	7,002	35.9	622	3.2	279	1.4	17	0.1	0	-	7,920	40.6
	101 to 200.	1,504	7.7	191	1.0	24	.1	0	-	0	-	1,719	8.8
	201 to 400......	952	4.9	243	1.2	24	.1	0	-	17	0.1	1,236	6.3
	401 to 600......	272	1.4	0	-	0	-	0	-	0	-	272	1.4
	601 to 1,000....	296	1.5	63	.3	80	.4	0	-	0	-	439	2.3
	1,001 and over..	286	1.5	150	.8	0	-	0	-	0	-	436	2.2
Schools with 1,000 or more pupils	0 to 100......	3,708	19.0	1,427	7.3	343	1.8	41	.2	0	-	5,519	28.3
	101 and over....	0	-	0	-	0	-	0	-	0	-	0	-
	Total......	15,567	79.8	2,990	15.3	876	4.5	58	.3	17	.1	19,508	100.0

Table 35K.--Number of public elementary schools in various categories of quantities of audiovisual materials acquired under ESEA title II programs, by enrollment size of school and percent of enrollment which is Spanish surnamed of Puerto Rican descent, 1965-68

School enrollment	Items per school	Percent of enrollment which is Spanish surnamed of Puerto Rican descent											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils	0 to 50.......	3,722	7.3	104	0.2	0	-	0	-	0	-	3,826	7.5
	51 to 75.......	533	1.0	41	.1	0	-	0	-	0	-	574	1.1
	76 to 100......	145	.3	0	-	0	-	0	-	0	-	145	.3
	101 to 200......	201	.4	0	-	0	-	0		0	-	201	.4
	201 and over....	568	1.1	0	-	0	-	0	-	0	-	568	1.1
Schools with 201 to 999 pupils	0 to 100......	28,533	55.5	1,373	2.7	68	0.1	27	0.1	0	-	30,001	58.4
	101 to 200......	5,675	11.1	398	.8	77	.1	0	-	0	-	6,150	12.0
	201 to 400......	3,808	7.4	309	.6	41	.1	0	-	0	-	4,158	8.1
	401 to 600......	1,554	3.0	145	.3	27	.1	0	-	0	-	1,726	3.4
	601 to 1,000....	954	1.9	0	-	153	.3	0	-	0	-	1,107	2.2
	1,001 and over..	806	1.5	0	-	0	-	0	-	0	-	806	1.5
Schools with 1,000 or more pupils	0 to 100......	1,725	3.3	271	.5	54	.1	27	.1	0	-	2,077	4.0
	101 and over....	0	-	0	-	0	-	0	-	0	-	0	-
	Total......	48,224	93.9	2,641	5.2	420	.8	54	.1	0	-	51,339	100.0

Table 35L.--Number of public secondary schools in various categories of quantities of audiovisual materials acquired under **ESEA title II** programs, by enrollment size of school and percent of enrollment which is Spanish surnamed of Puerto Rican descent, 1965-68

School enrollment	Items per school	Percent of enrollment which is Spanish surnamed of Puerto Rican descent											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils	0 to 50.......	1,434	7.4	17	0.1	0	-	0	-	0	-	1,451	7.5
	51 to 75.......	126	.6	0	-	0	-	0	-	0	-	126	.6
	76 to 100......	48	.2	0	-	0	-	0	-	0	-	48	.2
	101 to 200......	253	1.3	0	-	0	-	0	-	0	-	253	1.3
	201 and over....	89	.5	0	-	0	-	0	-	0	-	89	.5
Schools with 201 to 999 pupils	0 to 100......	7,758	39.8	145	.7	17	0.1	0	-	0	-	7,920	40.6
	101 to 200......	1,695	8.7	24	.1	0	-	0	-	0	-	1,719	8.8
	201 to 400......	1,156	5.9	80	.4	0	-	0	-	0	-	1,236	6.3
	401 to 600......	272	1.4	0	-	0	-	0	-	0	-	272	1.4
	601 to 1,000....	439	2.3	0	-	0	-	0	-	0	-	439	2.3
	1,001 and over..	373	1.9	63	.3	0	-	0	-	0	-	436	2.2
Schools with 1,000 or more pupils	0 to 100......	4,794	24.6	645	3.3	80	.4	0	-	0	-	5,519	28.3
	101 and over....	0	-	0	-	0	-	0	-	0	-	0	-
	Total......	18,437	94.5	974	5.0	97	.5	0	-	0	-	19,508	100.0

Table 35M.--Number of public elementary schools in various categories of quantities of audiovisual materials acquired under ESEA title II programs, by enrollment size of school and percent of enrollment which is Spanish surnamed of Spanish descent, 1965-68

School enrollment	Items per school	Percent of enrollment which is Spanish surnamed of Spanish descent											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils	0 to 50.......	3,785	7.4	41	0.1	0	-	0	-	0	-	3,826	7.5
	51 to 75.......	533	1.0	41	.1	0	-	0	-	0	-	574	1.1
	76 to 100......	145	.3	0	-	0	-	0	-	0	-	145	.3
	101 to 200......	201	.4	0	-	0	-	0	-	0	-	201	.4
	201 and over....	568	1.1	0	-	0	-	0	-	0	-	568	1.1
Schools with 201 to 999 pupils	0 to 100......	27,846	54.2	2,114	4.1	41	0.1	0	-	0	-	30,001	58.4
	101 to 200......	5,384	10.5	698	1.4	68	.1	0	-	0	-	6,150	12.0
	201 to 400......	3,690	7.2	441	.9	27	.1	0	-	0	-	4,158	8.1
	401 to 600......	1,573	3.1	153	.3	0	-	0	-	0	-	1,726	3.4
	601 to 1,000....	912	1.8	195	.4	0	-	0	-	0	-	1,107	2.2
	1,001 and over..	729	1.4	77	.1	0	-	0	-	0	-	806	1.5
Schools with 1,000 or more pupils	0 to 100......	1,928	3.7	149	.3	0	-	0	-	0	-	2,077	4.0
	101 and over....	0	-	0	-	0	-	0	-	0	-	0	-
	Total......	47,294	92.1	3,909	7.6	136	.3	0	-	0	-	51,339	100.0

Table 35N.--**Number of public secondary schools in various categories of quantities of audiovisual materials acquired under ESEA title II programs, by enrollment size of school and percent of enrollment which is Spanish surnamed of Spanish descent, 1965-68**

School enrollment	Items per school	Percent of enrollment which is Spanish surnamed of Spanish descent											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils	0 to 50.......	1,325	6.8	126	0.6	0	-	0	-	0	-	1,451	7.5
	51 to 75.......	126	.6	0	-	0	-	0	-	0	-	126	.6
	76 to 100.......	48	.2	0	-	0	-	0	-	0	-	48	.2
	101 to 200......	190	1.0	63	.3	0	-	0	-	0	-	253	1.3
	201 and over....	89	.5	0	-	0	-	0	-	0	-	89	.5
Schools with 201 to 999 pupils	0 to 100......	7,315	37.5	588	3.0	17	0.1	0	-	0	-	7,920	40.6
	101 to 200......	1,632	8.4	87	.4	0	-	0	-	0	-	1,719	8.8
	201 to 400......	1,202	6.1	34	.2	0	-	0	-	0	-	1,236	6.3
	401 to 600......	272	1.4	0	-	0	-	0	-	0	-	272	1.4
	601 to 1,000....	439	2.3	0	-	0	-	0	-	0	-	439	2.3
	1,001 and over..	373	1.9	63	.3	0	-	0	-	0	-	436	2.2
Schools with 1,000 or more pupils	0 to 100......	4,799	24.6	703	3.6	17	.1	0	-	0	-	5,519	28.3
	101 and over....	0	-	0	-	0	-	0	-	0	-	0	-
	Total......	17,810	91.3	1,664	8.5	34	.2	0	-	0	-	19,508	100.0

Table 36A.--Number and percent of public elementary schools in various categories of quantities of library books acquired under ESEA title II programs, by enrollment size of school and percent of enrollment which is Negro, 1965-68

School enrollment	Books per school/ pupil	Percent of enrollment which is Negro											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils (books per school)	0 to 200.....	1,262	2.4	650	1.2	190	0.4	27	0.1	0	-	2,129	4.1
	201 to 400.....	1,550	3.0	145	.3	201	.4	0	-	104	0.2	2,000	4.0
	401 to 600.....	119	.2	230	.4	41	.1	0	-	83	.2	473	.9
	601 to 1,000...	118	.2	0	-	41	.1	0	-	68	.1	227	.4
	1,001 to 1,500...	0	-	0	-	0	-	0	-	68	.1	68	.1
	1,501 and over...	153	.4	77	.1	41	.1	68	.1	77	.1	416	.8
Schools with 201 to 999 pupils (books per school)	0 to 250.....	5,414	10.5	2,733	5.3	1,071	2.1	226	.4	441	.9	9,885	19.3
	251 to 500.....	6,989	13.6	3,985	7.8	911	1.8	358	.7	996	1.9	13,239	25.8
	501 to 750.....	4,111	8.0	2,620	5.1	1,149	2.2	184	.4	806	1.6	8,870	17.3
	751 to 1,000...	2,145	4.2	1,539	3.0	733	1.4	149	.3	570	1.1	5,136	10.0
	1,001 to 2,000...	2,406	4.7	1,636	3.2	613	1.2	162	.3	452	.9	5,269	10.3
	2,001 to 3,000...	159	.3	347	.7	159	.3	0	-	41	.1	706	1.4
	3,001 to 4,000...	180	.4	68	.1	0	-	1	0	0	-	249	.5
	4,001 to 6,000...	41	.1	152	.3	0	-	23	.4	104	.2	527	1.0
	6,001 and over...	0	-	0	-	68	.1	0	-	0	-	68	.1
Schools with 1,000 or more pupils (books per pupil)	1 to 3.......	644	1.3	472	.9	259	.5	149	.3	553	1.1	2,077	4.0
	4 to 6.......	0	-	0	-	0	-	0	-	0	-	0	-
	7 to 9.......	0	-	0	-	0	-	0	-	0	-	0	-
	10 and over...	0	-	0	-	0	-	0	-	0	-	0	-
	Total.......	25,291	49.3	14,654	28.5	5,477	10.7	1,554	3.0	4,363	8.5	51,339	100.0

Table 36B.--Number and percent of public secondary schools in various categories of quantities of library books acquired under ESEA title II programs, by enrollment size of school and percent of enrollment which is Negro, 1965-68

School enrollment	Books per school/pupil	Percent of enrollment which is Negro											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils (books per school)	0 to 200.....	466	2.4	48	0.2	63	0.3	0	-	0	-	577	3.0
	201 to 400.....	713	3.7	318	1.6	126	.6	0	-	24	0.1	1,181	6.1
	401 to 600.....	0	-	0	-	24	.1	0	-	0	-	24	.1
	601 to 1,000...	63	.3	0	-	24	.1	0	-	0	-	87	.4
	1,001 to 1,500...	0	-	0	-	0	-	0	-	17	.1	17	.1
	1,501 and over...	63	.3	17	.1	0	-	0	-	0	-	80	.4
Schools with 201 to 999 pupils (books per school)	0 to 250.....	1,871	9.6	781	4.0	279	1.4	17	0.1	98	.5	3,046	15.6
	251 to 500.....	1,273	6.5	1,223	6.3	617	3.2	126	.6	139	.7	3,378	17.3
	501 to 750.....	1,198	6.1	704	3.6	221	1.1	58	.3	301	1.5	2,482	12.8
	751 to 1,000...	523	2.7	391	2.0	169	.9	0	-	246	1.3	1,329	6.8
	1,001 to 2,000...	763	3.9	446	2.3	58	.3	0	-	239	1.2	1,506	7.8
	2,001 to 3,000...	0	-	24	.1	0	-	17	.1	48	.2	89	.5
	3,001 to 4,000...	63	.3	17	.1	24	.1	0	-	0	-	104	.5
	4,001 to 6,000...	0	-	41	.2	0	-	0	-	0	-	41	.2
	6,001 and over...	0	-	24	.1	24	.1	0	-	0	-	48	.2
Schools with 1,000 or more pupils (books per pupil)	1 to 3.......	1,650	8.5	2,250	11.5	924	4.7	179	.9	386	2.0	5,389	27.6
	4 to 6.......	17	.1	41	.2	0	-	0	-	24	.1	82	.4
	7 to 9.......	24	.1	0	-	0	-	0	-	0	-	24	.1
	10 and over...	0	-	0	-	24	.1	0	-	0	-	24	.1
	Total.......	8,687	44.6	6,325	32.4	2,577	13.2	397	2.0	1,522	7.8	19,508	100.0

Table 36C.--Number and percent of public elementary schools in various categories of quantities of library books acquired under ESEA title II programs, by enrollment size of school and percent of enrollment which is Oriental, 1965-68

School enrollment	Books per school/ pupil	Percent of enrollment which is Oriental											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils (books per school)	0 to 200.....	1,916	3.7	213	0.4	0	-	0	-	0	-	2,129	4.1
	201 to 400.....	1,890	3.7	83	.2	0	-	0	-	27	0.1	2,000	4.0
	401 to 600.....	396	.8	77	.1	0	-	0	-	0	-	473	.9
	601 to 1,000...	186	.3	41	.1	0	-	0	-	0	-	227	.4
	1,001 to 1,500...	68	.1	0	-	0	-	0	-	0	-	68	.1
	1,501 and over...	416	.8	0	-	0	-	0	-	0	-	416	.8
Schools with 201 to 999 pupils (books per school)	0 to 250.....	7,925	15.4	1,829	3.6	131	0.3	0	-	0	-	9,885	19.3
	251 to 500.....	11,106	21.6	2,079	4.1	27	.1	27	0.1	0	-	13,239	25.8
	501 to 750.....	7,380	14.4	1,449	2.8	41	.1	0	-	0	-	8,870	17.3
	751 to 1,000...	4,246	8.3	890	1.7	0	-	0	-	0	-	5,136	10.0
	1,001 to 2,000...	4,223	8.3	1,046	2.0	0	-	0	-	0	-	5,269	10.3
	2,001 to 3,000...	470	.9	236	.5	0	-	0	-	0	-	706	1.4
	3,001 to 4,000...	195	.4	54	.1	0	-	0	-	0	-	249	.5
	4,001 to 6,000...	423	.8	104	.2	0	-	0	-	0	-	527	1.0
	6,001 and over...	68	.1	0	-	0	-	0	-	0	-	68	.1
Schools with 1,000 or more pupils (books per pupil)	1 to 3.......	1,752	3.4	325	.6	0	-	0	-	0	-	2,077	4.0
	4 to 6.......	0	-	0	-	0	-	0	-	0	-	0	-
	7 to 9.......	0	-	0	-	0	-	0	-	0	-	0	-
	10 and over...	0	-	0	-	0	-	0	-	0	-	0	-
	Total.......	42,660	83.0	8,426	16.4	199	.4	27	.1	27	.1	51,339	100.0

Table 36D.--Number and percent of public secondary schools in various categories of quantities of library books acquired under ESEA title II programs, by enrollment size of school and percent of enrollment which is Oriental, 1965-68

School enrollment	Books per school/pupil	Percent of enrollment which is Oriental											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils (books per school)	0 to 200.....	553	2.8	24	0.1	0	-	0	-	0	-	577	3.0
	201 to 400.....	1,101	5.6	80	.4	0	-	0	-	0	-	1,181	6.1
	401 to 600.....	24	.1	0	-	0	-	0	-	0	-	24	.1
	601 to 1,000...	87	.4	0	-	0	-	0	-	0	-	87	.4
	1,001 to 1,500...	17	.1	0	-	0	-	0	-	0	-	17	.1
	1,501 and over...	80	.4	0	-	0	-	0	-	0	-	80	.4
Schools with 201 to 999 pupils (books per school)	0 to 250.....	2,454	12.6	592	3.0	0	-	0	-	0	-	3,046	15.6
	251 to 500.....	3,023	15.5	328	1.7	0	-	0	-	27	0.1	3,378	17.3
	501 to 750.....	2,413	12.4	69	.4	0	-	0	-	0	-	2,462	12.8
	751 to 1,000...	1,264	6.5	65	.3	0	-	0	-	0	-	1,329	6.8
	1,001 to 2,000...	1,343	6.9	163	.8	0	-	0	-	0	-	1,506	7.8
	2,001 to 3,000...	89	.5	0	-	0	-	0	-	0	-	89	.5
	3,001 to 4,000...	104	.5	0	-	0	-	0	-	0	-	104	.5
	4,001 to 6,000...	41	.2	0	-	0	-	0	-	0	-	41	.2
	6,001 and over...	24	.1	24	.1	0	-	0	-	0	-	48	.2
Schools with 1,000 or more pupils (books per pupil)	1 to 3.......	3,884	19.9	1,454	7.5	34	0.2	0	-	17	.1	5,389	27.6
	4 to 6.......	65	.3	17	.1	0	-	0	-	0	-	82	.4
	7 to 9.......	24	.1	0	-	0	-	0	-	0	-	24	.1
	10 and over...	24	.1	0	-	0	-	0	-	0	-	24	.1
	Total.......	16,614	85.2	2,816	14.4	34	.2	0	-	44	.2	19,508	100.0

Table 36E.--Number and percent of public elementary schools in various categories of quantities of library books acquired under ESEA title II programs, by enrollment size of school and percent of enrollment which is Spanish surnamed of Cuban descent, 1965-68

School enrollment	Books per school/pupil	Percent of enrollment which is Spanish surnamed of Cuban descent											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils (books per school)	0 to 200.....	2,129	4.1	0	-	0	-	0	-	0	-	2,129	4.1
	201 to 400.....	2,000	4.0	0	-	0	-	0	-	0	-	2,000	4.0
	401 to 600.....	473	.9	0	-	0	-	0	-	0	-	473	.9
	601 to 1,000...	227	.4	0	-	0	-	0	-	0	-	227	.4
	1,001 to 1,500...	68	.1	0	-	0	-	0	-	0	-	68	.1
	1,501 and over...	416	.8	0	-	0	-	0	-	0	-	416	.8
Schools with 201 to 999 pupils (books per school)	0 to 250.....	9,369	18.2	489	1.0	27	0.1	0	-	0	-	9,885	19.3
	251 to 500.....	12,375	24.1	837	1.5	27	.1	0	-	0	-	13,239	25.8
	501 to 750.....	8,541	16.7	329	.6	0	-	0	-	0	-	8,870	17.3
	751 to 1,000...	4,851	9.4	244	.5	41	.1	0	-	0	-	5,136	10.0
	1,001 to 2,000...	4,664	9.1	564	1.1	41	.1	0	-	0	-	5,269	10.3
	2,001 to 3,000...	553	1.1	153	.3	0	-	0	-	0	-	706	1.4
	3,001 to 4,000...	249	.5	0	-	0	-	0	-	0	-	249	.5
	4,001 to 6,000...	527	1.0	0	-	0	-	0	-	0	-	527	1.0
	6,001 and over...	41	.1	0	-	27	.1	0	-	0	-	68	.1
Schools with 1,000 or more pupils (books per pupil)	1 to 3.......	1,806	3.5	271	.5	0	-	0	-	0	-	2,077	4.0
	4 to 6.......	0	-	0	-	0	-	0	-	0	-	0	-
	7 to 9.......	0	-	0	-	0	-	0	-	0	-	0	-
	10 and over...	0	-	0	-	0	-	0	-	0	-	0	-
	Total.......	48,289	94.0	2,887	5.5	163	.5	0	-	0	-	51,339	100.0

Table 36F.--Number and percent of public secondary schools in various categories of quantities of library books acquired under ESEA title II programs, by enrollment size of school and percent of enrollment which is Spanish surnamed of Cuban descent, 1965-68

School enrollment	Books per school/ pupil	Percent of enrollment which is Spanish surnamed of Cuban descent											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils (books per school)	0 to 200.....	577	3.0	0	-	0	-	0	-	0	-	577	3.0
	201 to 400.....	1,181	6.1	0	-	0	-	0	-	0	-	1,181	6.1
	401 to 600.....	24	.1	0	-	0	-	0	-	0	-	24	.1
	601 to 1,000...	87	.4	0	-	0	-	0	-	0	-	87	.4
	1,001 to 1,500...	17	.1	0	-	0	-	0	-	0	-	17	.1
	1,501 and over...	80	.4	0	-	0	-	0	[illegible]	0	-	80	.4
Schools with 201 to 999 pupils (books per school)	0 to 250.....	2,856	14.6	190	1.0	0	-	0	-	0	-	3,046	15.6
	251 to 500.....	3,330	17.1	48	.2	0	-	0	-	0	-	3,378	17.3
	501 to 750.....	2,430	12.5	52	.3	0	-	0	-	0	-	2,482	12.8
	751 to 1,000...	1,312	6.7	17	.1	0	-	0	-	0	-	1,329	6.8
	1,001 to 2,000...	1,437	7.4	52	.3	17	0.1	0	-	0	-	1,506	7.8
	2,001 to 3,000...	89	.5	0	-	0	-	0	-	0	-	89	.5
	3,001 to 4,000...	104	.5	0	-	0	-	0	-	0	-	104	.5
	4,001 to 6,000...	41	.2	0	-	0	-	0	-	0	-	41	.2
	6,001 and over...	48	.2	0	-	0	-	0	-	0	-	48	.2
Schools with 1,000 or more pupils (books per pupil)	1 to 3.......	4,714	24.2	641	3.3	17	.1	17	0.1	0	-	5,389	27.6
	4 to 6.......	41	.2	24	.1	17	.1	0	-	0	-	82	.4
	7 to 9.......	24	.1	0	-	0	-	0	-	0	-	24	.1
	10 and over...	24	.1	0	-	0	-	0	-	0	-	24	.1
	Total.......	18,416	94.4	1,024	5.2	51	.3	17	.1	0	-	19,508	100.0

Table 36G.--Number and percent of public elementary schools in various categories of quantities of library books acquired under ESEA title II programs, by enrollment size of school and percent of enrollment which is Spanish surnamed of Latin American descent, 1965-68

School enrollment	Books per school/ pupil	Percent of enrollment which is Spanish surnamed of Latin American descent											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils (books per school)	0 to 200.....	1,943	3.8	186	0.4	0	-	0	-	0	-	2,129	4.1
	201 to 400.....	2,000	4.0	0	-	0	-	0	-	0	-	2,000	4.0
	401 to 600.....	432	.8	41	.1	0	-	0	-	0	-	473	.9
	601 to 1,000...	227	.4	0	-	0	-	0	-	0	-	227	.4
	1,001 to 1,500...	68	.1	0	-	0	-	0	-	0	-	68	.1
	1,501 and over...	389	.8	27	.1	0	-	0	-	0	-	416	.8
Schools with 201 to 999 pupils (books per school)	0 to 250.....	9,158	17.8	700	1.4	27	0.1	0	-	0	-	9,885	19.3
	251 to 500.....	12,292	23.9	725	1.4	222	.4	0	-	0	-	13,239	25.8
	501 to 750.....	8,597	16.7	246	.5	0	-	27	0.1	0	-	8,870	17.3
	751 to 1,000...	4,933	9.6	203	.4	0	-	0	-	0	-	5,136	10.0
	1,001 to 2,000...	4,929	9.6	340	.7	0	-	0	-	0	-	5,269	10.3
	2,001 to 3,000...	506	1.0	159	.3	41	.1	0	-	0	-	706	1.4
	3,001 to 4,000...	222	.4	27	.1	0	-	0	-	0	-	249	.5
	4,001 to 6,000...	500	1.0	27	.1	0	-	0	-	0	-	527	1.0
	6,001 and over...	68	.1	0	-	0	-	0	-	0	-	68	.1
Schools with 1,000 or more pupils (books per pupil)	1 to 3.......	1,860	3.6	217	.4	0	-	0	-	0	-	2,077	4.0
	4 to 6.......	0	-	0	-	0	-	0	-	0	-	0	-
	7 to 9.......	0	-	0	-	0	-	0	-	0	-	0	-
	10 and over...	0	-	0	-	0	-	0	-	0	-	0	-
	Total.......	48,124	93.7	2,898	5.6	290	.6	27	.1	0	-	51,339	100.0

Table 36H.--Number and percent of public secondary schools in various categories of quantities of library books acquired under ESEA title II programs, by enrollment size of school and percent of enrollment which is Spanish surnamed of Latin American descent, 1965-68

School enrollment	Books per school/ pupil	Percent of enrollment which is Spanish surnamed of Latin American descent											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils (books per school)	0 to 200.....	451	2.3	126	0.6	0	-	0	-	0	-	577	3.0
	201 to 400.....	1,181	6.1	0	-	0	-	0	-	0	-	1,181	6.1
	401 to 600.....	24	.1	0	-	0	-	0	-	0	-	24	.1
	601 to 1,000...	87	.4	0	-	0	-	0	-	0	-	87	.4
	1,001 to 1,500...	17	.1	0	-	0	-	0	-	0	-	17	.1
	1,501 and over...	80	.4	0	-	0	-	0	-	0	-	80	.4
Schools with 201 to 999 pupils (books per school)	0 to 250.....	2,752	14.1	294	1.5	0	-	0	-	0	-	3,046	15.6
	251 to 500.....	3,193	16.4	185	.9	0	-	0	-	0	-	3,378	17.3
	501 to 750.....	2,280	11.7	185	.9	17	0.1	0	-	0	-	2,482	12.8
	751 to 1,000...	1,242	6.4	24	.1	63	.3	0	-	0	-	1,329	6.8
	1,001 to 2,000...	1,489	7.6	17	.1	0	-	0	-	0	-	1,506	7.8
	2,001 to 3,000...	89	.5	0	-	0	-	0	-	0	-	89	.5
	3,001 to 4,000...	104	.5	0	-	0	-	0	-	0	-	104	.5
	4,001 to 6,000...	41	.2	0	-	0	-	0	-	0	-	41	.2
	6,001 and over...	48	.2	0	-	0	-	0	-	0	-	48	.2
Schools with 1,000 or more pupils (books per pupil)	1 to 3.......	4,479	23.0	858	4.4	52	.3	0	-	0	-	5,389	27.6
	4 to 6.......	82	.4	0	-	0	-	0	-	0	-	82	.4
	7 to 9.......	24	.1	0	-	0	-	0	-	0	-	24	.1
	10 and over...	24	.1	0	-	0	-	0	-	0	-	24	.1
	Total.......	17,687	90.7	1,689	8.6	132	.7	0	-	0	-	19,508	100.0

Table 36I.--Number and percent of public elementary schools in various categories of quantities of library books acquired under ESEA title II programs, by enrollment size of school and percent of enrollment which is Spanish surnamed of Mexican descent, 1965-68

School enrollment	Books per school/pupil	Percent of enrollment which is Spanish surnamed of Mexican descent											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils (books per school)	0 to 200.....	1,806	3.5	323	0.6	0	-	0	-	0	-	2,129	4.1
	201 to 400.....	1,918	3.8	41	.1	0	-	41	0.1	0	-	2,000	4.0
	401 to 600.....	396	.8	0	-	77	0.1	0	-	0	-	473	.9
	601 to 1,000...	227	.4	0	-	0	-	0	-	0	-	227	.4
	1,001 to 1,500...	68	.1	0	-	0	-	0	-	0	-	68	.1
	1,501 and over...	389	.7	27	.1	0	-	0	-	0	-	416	.8
Schools with 201 to 999 pupils (books per school)	0 to 250.....	6,993	13.6	2,015	3.9	719	1.4	131	.3	27	0.1	9,885	19.3
	251 to 500.....	10,568	20.6	1,725	3.4	733	1.4	145	.3	68	.1	13,239	25.8
	501 to 750.....	7,042	13.8	1,257	2.4	302	.6	201	.4	68	.1	8,870	17.3
	751 to 1,000...	3,943	7.7	870	1.6	296	.6	0	-	27	.1	5,136	10.0
	1,001 to 2,000...	3,943	7.7	1,046	2.0	226	.4	27	.1	27	.1	5,269	10.3
	2,001 to 3,000...	706	1.4	0	-	0	-	0	-	0	-	706	1.4
	3,001 to 4,000...	195	.3	27	.1	27	.1	0	-	0	-	249	.5
	4,001 to 6,000...	270	.5	27	.1	230	.4	0	-	0	-	527	1.0
	6,001 and over...	41	.1	0	-	27	.1	0	-	0	-	68	.1
Schools with 1,000 or more pupils (books per pupil)	1 to 3.......	1,497	2.9	526	1.0	54	.1	0	-	0	-	2,077	4.0
	4 to 6.......	0	-	0	-	0	-	0	-	0	-	0	-
	7 to 9.......	0	-	0	-	0	-	0	-	0	-	0	-
	10 and over...	0	-	0	-	0	-	0	-	0	-	0	-
	Total.......	40,002	77.8	7,884	15.3	2,691	5.2	545	1.2	217	.5	51,339	100.0

Table 36J.--Number and percent of public secondary schools in various categories of quantities of library books acquired under ESEA title II programs, by enrollment size of school and percent of enrollment which is Spanish surnamed of Mexican descent, 1965-68

School enrollment	Books per school/pupil	Percent of enrollment which is Spanish surnamed of Mexican descent											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils (books per school)	0 to 200.....	364	1.9	150	0.8	63	0.3	0	-	0	-	577	3.0
	201 to 400.....	974	5.0	144	.7	63	.3	0	-	0	-	1,181	6.1
	401 to 600.....	24	.1	0	-	0	-	0	-	0	-	24	.1
	601 to 1,000...	87	.4	0	-	0	-	0	-	0	-	87	.4
	1,001 to 1,500...	17	.1	0	-	0	-	0	-	0	-	17	.1
	1,501 and over...	80	.4	0	-	0	-	0	-	0	-	80	.4
Schools with 201 to 999 pupils (books per school)	0 to 250.....	2,412	12.4	484	2.5	150	.8	0	-	0	-	3,046	15.6
	251 to 500.....	2,782	14.3	458	2.3	104	.5	17	0.1	17	0.1	3,378	17.3
	501 to 750.....	2,336	12.0	122	.6	24	.1	0	-	0	-	2,482	12.8
	751 to 1,000...	1,121	5.7	128	.7	80	.4	0	-	0	-	1,329	6.8
	1,001 to 2,000...	1,419	7.3	63	.3	24	.1	0	-	0	-	1,506	7.8
	2,001 to 3,000...	72	.4	17	.1	0	-	0	-	0	-	89	.5
	3,001 to 4,000...	80	.4	0	-	24	.1	0	-	0	-	104	.5
	4,001 to 6,000...	41	.2	0	-	0	-	0	-	0	-	41	.2
	6,001 and over...	48	.2	0	-	0	-	0	-	0	-	48	.2
Schools with 1,000 or more pupils (books per pupil)	1 to 3.......	3,602	18.5	1,403	7.2	343	1.8	41	.2	0	-	5,389	27.6
	4 to 6.......	58	.3	24	.1	0	-	0	-	0	-	82	.4
	7 to 9.......	24	.1	0	-	0	-	0	-	0	-	24	.1
	10 and over...	24	.1	0	-	0	-	0	-	0	-	24	.1
	Total.......	15,565	79.8	2,993	15.3	875	4.5	58	.3	17	.1	19,508	100.0

Table 36K.--Number and percent of public elementary schools in various categories of quantities of library books acquired under ESEA title II programs, by enrollment size of school and percent of enrollment which is Spanish surnamed of Puerto Rican descent, 1965-68

School enrollment	Books per school/pupil	Percent of enrollment which is Spanish surnamed of Puerto Rican descent											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils (books per school)	0 to 200.....	1,984	3.9	145	0.3	0	-	0	-	0	-	2,129	4.1
	201 to 400.....	2,000	4.0	0	-	0	-	0	-	0	-	2,000	4.0
	401 to 600.....	473	.9	0	-	0	-	0	-	0	-	473	.9
	601 to 1,000...	227	.4	0	-	0	-	0	-	0	-	227	.4
	1,001 to 1,500...	68	.1	0	-	0	-	0	-	0	-	68	.1
	1,501 and over...	416	.8	0	-	0	-	0	-	0	-	416	.8
Schools with 201 to 999 pupils (books per school)	0 to 250.....	9,303	18.2	437	.8	118	0.3	27	0.1	0	-	9,885	19.3
	251 to 500.....	12,740	24.8	422	.8	77	.1	0	-	0	-	13,239	25.8
	501 to 750.....	8,328	16.2	474	.9	68	.1	0	-	0	-	8,870	17.3
	751 to 1,000...	4,734	9.2	375	.7	27	.1	0	-	0	-	5,136	10.0
	1,001 to 2,000...	4,898	9.5	371	.7	0	-	0	-	0	-	5,269	10.3
	2,001 to 3,000...	552	1.1	77	.1	77	.1	0	-	0	-	706	1.4
	3,001 to 4,000...	249	.5	0	-	0	-	0	-	0	-	249	.5
	4,001 to 6,000...	486	.9	41	.1	0	-	0	-	0	-	527	1.0
	6,001 and over...	41	.1	27	.1	0	-	0	-	0	-	68	.1
Schools with 1,000 or more pupils (books per pupil)	1 to 3.......	1,725	3.4	271	.5	54	.1	27	.1	0	-	2,077	4.0
	4 to 6.......	0	-	0	-	0	-	0	-	0	-	0	-
	7 to 9.......	0	-	0	-	0	-	0	-	0	-	0	-
	10 and over...	0	-	0	-	0	-	0	-	0	-	0	-
	Total.......	48,224	93.9	2,640	5.1	421	.8	54	.2	0	-	51,339	100.0

Table 36L.--Number and percent of public secondary schools in various categories of quantities of library books acquired under ESEA title II programs, by enrollment size of school and percent of enrollment which is Spanish surnamed of Puerto Rican descent, 1965-68

School enrollment	Books per school/pupil	Percent of enrollment which is Spanish surnamed of Puerto Rican descent											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils (books per school)	0 to 200.....	577	3.0	0	-	0	-	0	-	0	-	577	3.0
	201 to 400.....	1,164	6.0	17	0.1	0	-	0	-	0	-	1,181	6.1
	401 to 600.....	24	.1	0	-	0	-	0	-	0	-	24	.1
	601 to 1,000...	87	.4	0	-	0	-	0	-	0	-	87	.4
	1,001 to 1,500...	17	.1	0	-	0	-	0	-	0	-	17	.1
	1,501 and over...	80	.4	0	-	0	-	0	-	0	-	80	.4
Schools with 201 to 999 pupils (books per school)	0 to 250.....	2,839	14.6	207	1.1	0	-	0	-	0	-	3,046	15.6
	251 to 500.....	3,313	17.0	65	.3	0	-	0	-	0	-	3,378	17.3
	501 to 750.....	2,441	12.5	24	.1	17	0.1	0	-	0	-	2,482	12.8
	751 to 1,000...	1,312	6.7	17	.1	0	-	0	-	0	-	1,329	6.8
	1,001 to 2,000...	1,506	7.8	0	-	0	-	0	-	0	-	1,506	7.8
	2,001 to 3,000...	89	.5	0	-	0	-	0	-	0	-	89	.5
	3,001 to 4,000...	104	.5	0	-	0	-	0	-	0	-	104	.5
	4,001 to 6,000...	41	.2	0	-	0	-	0	-	0	-	41	.2
	6,001 and over...	48	.2	0	-	0	-	0	-	0	-	48	.2
Schools with 1,000 or more pupils (books per pupil)	1 to 3.......	4,688	24.0	621	3.2	80	.4	0	-	0	-	5,389	27.6
	4 to 6.......	58	.3	24	.1	0	-	0	-	0	-	82	.4
	7 to 9.......	24	.1	0	-	0	-	0	-	0	-	24	.1
	10 and over...	24	.1	0	-	0	-	0	-	0	-	24	.1
	Total.......	18,436	94.5	975	5.0	97	.5	0	-	0	-	19,508	100.0

Table 36M.--Number and percent of public elementary schools in various categories of quantities of library books acquired under ESEA title II programs, by enrollment size of school and percent of enrollment which is Spanish surnamed of Spanish descent, 1965-68

School enrollment	Books per school/ pupil	Percent of enrollment which is Spanish surnamed of Spanish descent											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils (books per school)	0 to 200.....	2,046	4.0	83	0.2	0	-	0	-	0	-	2,129	4.1
	201 to 400.....	2,000	4.0	0	-	0	-	0	-	0	-	2,000	4.0
	401 to 600.....	473	.9	0	-	0	-	0	-	0	-	473	.9
	601 to 1,000...	227	.4	0	-	0	-	0	-	0	-	227	.4
	1,001 to 1,500...	68	.1	0	-	0	-	0	-	0	-	68	.1
	1,501 and over...	416	.8	0	-	0	-	0	-	0	-	416	.8
Schools with 201 to 999 pupils (books per school)	0 to 250.....	8,849	17.3	1,036	2.0	0	-	0	-	0	-	9,885	19.3
	251 to 500.....	11,961	23.3	1,224	2.4	54	0.1	0	-	0	-	13,239	25.8
	501 to 750.....	8,373	16.3	497	1.0	0	-	0	-	0	-	8,870	17.3
	751 to 1,000...	4,863	9.4	232	.5	41	.1	0	-	0	-	5,136	10.0
	1,001 to 2,000...	4,689	9.2	539	1.0	41	.1	0	-	0	-	5,269	10.3
	2,001 to 3,000...	582	1.2	124	.2	0	-	0	-	0	-	706	1.4
	3,001 to 4,000...	222	.4	27	.1	0	-	0	-	0	-	249	.5
	4,001 to 6,000...	527	1.0	0	-	0	-	0	-	0	-	527	1.0
	6,001 and over...	68	.1	0	-	0	-	0	-	0	-	68	.1
Schools with 1,000 or more pupils (books per pupil)	1 to 3.......	1,928	3.7	149	.3	0	-	0	-	0	-	2,077	4.0
	4 to 6.......	0	-	0	-	0	-	0	-	0	-	0	-
	7 to 9.......	0	-	0	-	0	-	0	-	0	-	0	-
	10 and over...	0	-	0	-	0	-	0	-	0	-	0	-
	Total.......	47,292	92.2	3,911	7.5	136	.3	0	-	0	-	51,339	100.0

Table 36N.--Number and percent of public secondary schools in various categories of quantities of library books acquired under ESEA title II programs, by enrollment size of school and percent of enrollment which is Spanish surnamed of Spanish descent, 1965-68

School enrollment	Books per school/ pupil	Percent of enrollment which is Spanish surnamed of Spanish descent											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils (books per school)	0 to 200.....	514	2.6	63	0.3	0	-	0	-	0	-	577	3.0
	201 to 400.....	1,055	5.4	126	.6	0	-	0	-	0	-	1,181	6.1
	401 to 600.....	24	.1	0	-	0	-	0	-	0	-	24	.1
	601 to 1,000...	87	.4	0	-	0	-	0	-	0	-	87	.4
	1,001 to 1,500...	17	.1	0	-	0	-	0	-	0	-	17	.1
	1,501 and over...	80	.4	0	-	0	-	0	-	0	-	80	.4
Schools with 201 to 999 pupils (books per school)	0 to 250.....	2,774	14.2	272	1.4	0	-	0	-	0	-	3,046	15.6
	251 to 500.....	3,171	16.3	207	1.1	0	-	0	-	0	-	3,378	17.3
	501 to 750.....	2,212	11.3	270	1.4	0	-	0	-	0	-	2,482	12.8
	751 to 1,000...	1,305	6.7	24	.1	0	-	0	-	0	-	1,329	6.8
	1,001 to 2,000...	1,489	7.6	0	-	17	0.1	0	-	0	-	1,506	7.8
	2,001 to 3,000...	89	.5	0	-	0	-	0	-	0	-	89	.5
	3,001 to 4,000...	104	.5	0	-	0	-	0	-	0	-	104	.5
	4,001 to 6,000...	41	.2	0	-	0	-	0	-	0	-	41	.2
	6,001 and over...	48	.2	0	-	0	-	0	-	0	-	48	.2
Schools with 1,000 or more pupils (books per pupil)	1 to 3........	4,069	23.9	703	3.6	17	.1	0	-	0	-	5,389	27.6
	4 to 6.......	82	.4	0	-	0	-	0	-	0	-	82	.4
	7 to 9.......	24	.1	0	-	0	-	0	-	0	-	24	.1
	10 and over...	24	.1	0	-	0	-	0	-	0	-	24	.1
	Total.......	17,809	91.3	1,665	8.5	34	.2	0	-	0	-	19,508	100.0

Table 37.--Total number and percent of schools meeting State school library standards for library books, periodicals, and audiovisual materials, and annual per pupil expenditures for library books and audiovisual materials in June 1968, by enrollment size of school district and educational level of school

Enrollment size of school district and educational level of school	Number of schools responding and number and percent meeting State school library standards											
	Number responding	Standard for number of books	Percent meeting standard	Number responding	Standard for number of periodical subscriptions	Percent meeting standard	Number responding	Standard for number of audiovisual materials	Percent meeting standard	Number responding	Standard for annual per pupil expenditures for materials	Percent meeting standard
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Total...........	67,021	33,801	50.4	65,305	32,992	50.5	61,020	24,116	39.5	43,446	23,032	53.0
Elementary...	48,075	22,267	46.3	46,662	20,516	44.0	43,862	16,140	36.8	31,233	15,327	49.1
Secondary....	18,946	11,534	60.9	18,643	12,476	66.9	17,158	7,976	46.5	12,213	7,705	63.1
25,000 and over......	12,933	6,114	47.3	12,668	6,406	50.6	11,031	3,631	32.9	9,136	4,912	53.8
Elementary........	9,694	4,443	45.8	9,533	4,201	44.1	8,429	2,666	31.6	6,759	3,689	54.6
Secondary.........	3,239	1,671	51.6	3,135	2,205	70.3	2,602	965	37.1	2,377	1,223	51.5
5,000-24,999.........	23,341	11,002	47.1	22,938	11,395	49.7	20,669	7,614	36.8	14,833	7,749	52.2
Elementary........	17,748	7,776	43.8	17,417	7,571	43.5	15,721	5,344	34.0	11,128	5,502	49.4
Secondary.........	5,593	3,226	57.7	5,521	3,826	69.3	4,948	2,270	45.9	3,705	2,247	60.6
300-4,999............	30,747	16,685	54.3	29,699	15,1[illegible]	51.1	29,320	12,871	43.9	19,477	10,371	53.2
Elementary........	20,633	10,048	48.7	19,712	8,744	44.4	19,712	8,130	41.2	13,346	6,136	46.0
Secondary.........	10,114	6,637	65.6	9,987	6,447	64.6	9,608	4,741	49.3	6,131	4,235	69.1

Table 38.--Total number and percent of schools meeting American Library Association standards (1960) for library books, periodicals, and audiovisual materials and annual per pupil expenditures for library books and audiovisual materials in June 1968, by enrollment size of school district and educational level of school

Enrollment size of school district and educational level of school	Number of schools responding and number and percent meeting American Library Association standards (1960)											
	Number responding	Standard for number of books	Percent meeting standard	Number responding	Standard for number of periodical subscriptions	Percent meeting standard	Number responding	Standard for number of audiovisual materials	Percent meeting standard	Number responding	Standard for annual per pupil expenditures for materials	Percent meeting standard
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Total...........	73,420	11,859	16.2	73,417	3,560	4.8	69,633	9,504	13.6	72,254	32,446	44.9
Elementary...	53,182	7,100	13.4	53,179	1,786	3.4	50,516	6,099	12.1	52,284	21,626	41.4
Secondary....	20,238	4,759	23.5	20,238	1,774	8.8	19,117	3,405	17.8	19,970	10,820	54.2
25,000 and over......	14,135	2,695	19.1	14,132	680	4.8	12,925	1,515	11.7	13,848	4,426	32.0
Elementary........	10,775	1,885	17.5	10,772	404	3.8	9,910	1,050	10.6	10,557	3,151	29.8
Secondary.........	3,360	810	24.1	3,360	276	8.2	3,015	465	15.4	3,291	1,275	38.7
5,000-24,999.........	25,199	4,817	19.1	25,200	1,088	4.3	23,831	3,421	14.4	24,754	11,309	45.7
Elementary........	19,320	3,144	16.3	19,320	538	2.8	18,286	2,441	13.3	18,947	8,274	43.7
Secondary.........	5,879	1,673	28.5	5,880	550	9.4	5,545	980	17.7	5,807	3,035	52.3
300-4,999............	34,086	4,347	12.8	34,085	1,792	5.3	32,877	4,568	13.9	33,652	16,711	49.7
Elementary........	23,087	2,071	9.0	23,087	844	3.7	22,320	2,608	11.7	22,780	10,201	44.8
Secondary.........	10,999	2,276	20.7	10,998	948	8.6	10,557	1,960	18.6	10,872	6,510	59.9

Table 39.--Number of schools reporting practices used in selection of materials purchased with ESEA title II funds, by educational level of school, 1967-68

Selection practices	Category of materials								
	School library resources			Textbooks			Other instructional materials		
	Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Approved State or district lists..........................	12,414	3,333	15,747	2,290	560	2,850	2,290	560	2,850
Standard selection tools and/or reviewing media.......	34,008	15,817	49,825	592	1,239	1,831	1,239	592	1,831
Professional bibliographies...	32,753	14,110	46,863	1,260	413	1,673	1,260	413	1,673
Review of materials before ordering.....................	28,705	11,030	39,735	1,591	536	2,127	1,591	536	2,127
Selection by teachers and other instructional personnel....................	32,220	14,322	46,542	1,872	808	2,680	1,872	808	2,680

Table 40.--Number of schools reporting role of school media personnel in selection of instructional materials purchased with ESEA title II funds, by educational level of school, 1967-68

Selection practices	Category of materials								
	School library resources			Textbooks			Other instructional materials		
	Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Works with school district media personnel in developing a collection of materials for the school district as a whole..........	18,706	5,904	24,610	1,167	502	1,669	3,498	1,452	4,950
Selects or helps select materials for the local school media center exclusively..................	19,517	12,168	31,685	1,017	327	1,344	4,562	2,274	6,836
Has no role or a minor role in selection of materials....	3,200	648	3,848	1,362	606	1,968	418	1,553	1,971

Table 41.--Number of schools reporting role of classroom teachers in selection of instructional materials purchased with ESEA title II funds, by educational level of school, 1967-68

Selection practices	Category of materials								
	School library resources			Textbooks			Other instructional materials		
	Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Made suggestion for developing collection of materials for school district as a whole.....	18,991	4,318	23,309	2,520	419	2,939	2,520	419	2,939
Made suggestions for developing collection of materials for local school media center......	34,645	15,965	52,965	3,087	1,010	4,097	3,087	1,010	4,097
Systematically received and examined materials in order to evaluate them before purchase......................	23,387	11,017	34,404	2,263	550	2,813	2,263	550	2,813
Had no role or a minor role in selection of materials......	7,451	6,545	13,996	1,434	314	1,748	1,434	314	1,748

Table 4[illegible].--Number and percent of public elementary and secondary schools where types of instructional materials were made available for the first time under ESEA title II, 1965-68

Type of material	Number and percent of schools					
	Elementary		Secondary		Total	
	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Maps	4,743	8.8	1,833	8.9	6,576	8.9
Globes	4,870	9.1	1,868	9.1	6,738	9.1
Filmstrips	11,602	21.6	4,773	23.3	16,375	22.0
Picture sets	12,142	22.6	2,999	14.6	15,141	20.4
Tape recordings	9,983	18.6	4,322	21.1	14,305	19.3
Disk recordings	8,682	16.1	4,667	22.8	13,349	18.0
Periodicals	6,234	11.6	1,549	7.6	7,783	10.6
Transparencies	19,541	36.3	8,109	39.6	27,650	37.2
8 mm film	5,512	10.2	2,401	11.7	7,913	10.7
Microfilm	1,255	2.3	1,876	9.2	3,131	4.2
Art prints	5,345	9.9	2,985	14.6	8,330	11.2
Paperback books	5,149	9.6	3,165	15.4	8,314	11.2
Musical scores	2,200	4.1	963	4.7	3,163	4.3
Professional journals	5,733	10.7	1,690	8.2	7,423	10.0
Research reports	1,572	2.9	537	2.6	2,109	2.8
Reports on experimental or innovative programs	2,910	5.4	833	4.1	3,743	5.0

Table 43.--Number of public elementary and secondary schools reporting on the adequacy of audiovisual equipment for use with audiovisual materials, by enrollment size of school district and educational level, 1967-68

Types of audiovisual materials for use with equipment	Total schools			Enrollment size of school district and educational level								
				25,000 and over			5,000-24,999			300-4,999		
	Total	Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Motion pictures:												
Adequate............	45,749	33,962	11,787	7,535	5,898	1,637	16,007	12,494	3,513	22,207	15,570	6,637
Not adequate........	14,033	7,083	6,950	5,978	4,410	1,568	4,101	2,069	2,032	3,964	614	3,350
Not applicable......	4,164	2,719	1,445	596	458	138	1,393	1,034	359	2,175	1,227	948
Filmstrips:												
Adequate............	50,595	36,363	14,232	7,820	5,925	1,895	17,287	13,104	4,183	25,488	17,334	8,154
Not adequate........	16,760	11,250	5,510	6,028	4,632	1,396	7,730	6,081	1,649	3,002	537	2,465
Not applicable......	1,234	840	394	284	215	69	237	165	72	713	460	253
Disk recordings:												
Adequate............	41,730	30,820	10,910	7,326	5,844	1,482	14,277	11,170	3,107	20,127	13,806	6,321
Not adequate........	27,029	19,125	7,904	6,099	4,410	1,689	9,684	7,198	2,486	11,246	7,517	3,729
Not applicable......	4,642	3,305	1,337	701	512	189	1,215	952	263	2,726	1,841	885
Tape recordings:												
Adequate............	38,327	27,514	10,813	6,346	4,795	1,551	12,811	9,680	3,131	19,170	13,039	6,131
Not adequate........	32,101	23,553	8,548	6,947	5,224	1,723	11,548	8,895	2,653	13,606	9,434	4,172
Not applicable......	3,000	2,162	838	813	727	86	865	745	120	1,322	690	632
Slides:												
Adequate............	36,529	26,323	10,206	6,538	4,884	1,654	12,729	9,550	3,179	17,262	11,889	5,373
Not adequate........	31,597	23,163	8,434	6,750	5,217	1,533	11,309	8,895	2,414	13,538	9,051	4,487
Not applicable......	5,418	3,987	1,431	818	646	172	1,428	1,117	311	3,172	2,224	948
Transparencies:												
Adequate............	41,747	29,672	12,075	7,129	5,251	1,878	14,292	10,922	3,370	20,326	13,499	6,827
Not adequate........	29,770	22,277	7,493	6,584	5,171	1,413	10,316	7,902	2,414	12,870	9,204	3,666
Not applicable......	1,999	1,368	631	439	370	69	658	538	120	902	460	442
Programed materials:												
Adequate............	17,861	13,797	4,064	2,498	1,912	586	5,751	4,675	1,076	9,612	7,210	2,402
Not adequate........	29,651	19,188	10,463	6,673	5,063	1,610	6,537	3,310	3,227	16,441	10,815	5,626
Not applicable......	14,746	9,171	5,575	1,447	293	1,154	5,465	3,888	1,577	7,834	4,990	2,844
Maps, etc.:												
Adequate............	36,194	21,805	14,389	8,594	6,544	2,050	18,186	13,559	4,627	9,414	1,702	7,712
Not adequate........	19,816	14,437	5,379	4,909	3,755	1,154	6,703	5,006	1,697	8,204	5,676	2,528
Not applicable......	2,774	1,685	1,089	801	646	155	818	579	239	1,155	460	695
Other:												
Adequate............	1,935	1,567	368	267	215	52	662	662	0	1,006	690	316
Not adequate........	6,766	5,015	1,751	1,592	1,196	396	1,772	1,365	407	3,402	2,454	948
Not applicable......	64,437	46,455	17,982	12,437	9,560	2,877	22,707	17,210	5,497	29,293	19,685	9,608

Table 44A.--Number and percent of public elementary schools enrolling pupils participating in ESEA title II, 1967-68, where improvement in quality of instructional materials was reported, 1965-68

Enrollment size of schools	Elementary schools reporting improvement in quality of materials, 1965-68				Elementary schools reporting no improvement in quality of materials, 1965-68			
	Printed materials		Audiovisual materials		Printed materials		Audiovisual materials	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
0 to 100..........	441	48.0	491	53.4	479	52.0	429	46.6
101 to 300.........	7,298	63.5	7,556	65.8	4,192	36.5	3,934	34.2
301 to 500.........	10,555	60.7	11,866	68.3	6,826	30.3	5,515	31.7
501 to 700.........	6,890	55.6	7,109	57.4	5,503	44.4	5,284	42.6
701 to 900.........	3,092	56.5	3,419	67.5	2,377	43.5	2,050	32.5
901 to 1,000.......	849	52.8	971	60.4	758	47.2	636	39.6
1,001 and over.....	1,164	56.0	1,449	69.8	913	44.0	628	30.2
Total.........	30,289	59.0	32,861	64.0	21,048	41.0	18,476	36.0

Table 44B.--Number and percent of public secondary schools enrolling pupils participating in ESEA title II, 1967-68, where improvement in quality of instructional materials was reported, 1965-68

Enrollment size of schools	Secondary schools reporting improvement in quality of materials, 1965-68				Secondary schools reporting no improvement in quality of materials, 1965-68			
	Printed materials		Audiovisual materials		Printed materials		Audiovisual materials	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
0 to 100.........	231	62.4	294	79.5	139	37.6	76	20.5
101 to 300.......	2,996	81.8	2,571	70.2	667	18.2	1,092	29.8
301 to 500.......	2,795	69.0	3,130	77.3	1,254	31.0	919	22.7
501 to 700.......	1,364	56.4	1,357	56.1	1,053	43.6	1,060	43.9
701 to 900.......	1,311	51.8	1,214	48.0	1,219	48.2	1,326	52.0
901 to 1,000.....	466	48.5	517	53.8	495	51.5	444	46.2
1,001 and over...	2,374	43.0	3,072	55.7	3,145	57.0	2,447	44.3
Total.......	11,537	59.1	12,155	62.3	7,972	40.9	7,354	37.7

Table 45.--Number and percent of public elementary and secondary schools enrolling pupils participating in ESEA title II, 1967-68, where improvement in quality of instructional materials was reported, 1965-68, by percent of enrollment which is Negro

Percent of enrollment which is Negro	Schools reporting improvement in quality of instructional materials, 1965-68				Schools reporting no improvement in quality of instructional materials, 1965-68			
	Printed materials		Audiovisual materials		Printed materials		Audiovisual materials	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
0 to 50 percent:								
Elementary......	26,823	59.0	28,953	63.6	17,599	41.0	16,469	36.4
Secondary.......	10,398	59.1	10,730	61.0	7,192	40.9	6,860	39.0
Total.........	37,221	59.0	39,683	62.9	25,791	41.0	23,329	37.1
51 to 100 percent:								
Elementary......	3,465	58.5	3,907	66.0	2,451	41.5	2,009	34.0
Secondary.......	1,139	59.3	1,426	74.3	780	40.7	493	25.7
Total.........	4,604	58.7	5,333	68.0	3,231	41.3	2,502	32.0

Table 46.--Ranking of highest priority needs for types of instructional materials, by elementary and secondary schools, 1967-68

Types of instructional materials	Number of elementary schools			Total (columns 2,3,4)	Number of secondary schools			Total (columns 6,7,8)
	Ranking of priority needs				Ranking of priority needs			
	First	Second	Third		First	Second	Third	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1. High-interest low-vocabulary materials	16,587	8,799	6,048	31,434	5,002	2,990	2,721	10,713
2. Library books for basic collection	15,169	5,200	5,969	26,338	5,585	1,788	2,020	9,393
3. Audiovisual materials for individual pupil use	5,846	10,350	8,532	24,728	2,593	3,849	3,691	10,133
4. Audiovisual materials for teachers to use in classrooms	3,840	10,145	918	14,903	2,461	3,186	1,595	7,242
5. Materials which foster intercultural understanding	1,810	5,471	6,554	13,835	887	1,748	1,659	4,294
6. Materials for advanced placement or independent study	3,685	4,632	4,569	12,886	1,175	2,828	2,693	6,696
7. Programed materials	1,615	2,622	4,660	8,897	631	952	1,113	2,696
8. Supplementary textbooks	1,653	2,130	3,862	7,645	261	810	990	2,061
9. Materials for the handicapped	1,513	1,349	2,583	5,445	415	477	696	1,588
10. Materials for teaching English as a second language	518	1,595	1,438	3,551	128	439	632	1,199
11. Other	290	122	68	480	161	104	176	441

Table 47.--Comparison of rankings by public elementary schools with public secondary schools of types of materials needed and coefficient of correlation for these rankings, 1967-68

Types of materials needed	Ranking of types of materials given first priority		Ranking of types of materials given second priority		Ranking of types of materials given third priority		Ranking of types of materials given first, second, and third priorities	
	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1. High-interest low-vocabulary materials....................	1	2	3	3	3	2	1	1
2. Library books for basic collection............	2	1	5	5	4	4	2	3
3. Audiovisual materials for individual pupil use........................	3	3	1	1	1	1	3	2
4. Audiovisual materials for teachers to use in classrooms..............	4	4	2	2	10	6	4	4
5. Materials which foster intercultural understanding....................	6	6	4	6	2	5	5	6
6. Materials for advanced placement or independent study...............	5	5	6	4	6	3	6	5
7. Programed materials..........	8	7	7	7	5	7	7	7
8. Supplementary textbooks......	7	9	8	8	7	8	8	8
9. Materials for the handicapped................	9	8	10	9	8	9	9	9
10. Materials for teaching English as a second language....................	10	11	9	10	9	10	10	10
11. Other.........................	11	10	11	11	11	11	11	11
Coefficient of correlation...	.9167		.9242		.6818		.9818	

Table 48A.--Number of public elementary schools rating characteristics of audiovisual school library resources and other instructional materials, 1964-65

Characteristics	Total number responding	Elementary schools									
		Poor		Fair		Good		Excellent		Not applicable	
		Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
1. Relevance to units of study and/or curriculum............	53,694	17,574	32.7	17,515	32.6	8,771	16.3	1,100	2.1	8,734	16.3
2. Relevance to pupil needs.................	53,067	16,651	31.4	17,805	33.6	9,045	17.0	1,100	2.1	8,466	15.9
3. Timeliness (materials are up to date).......	53,039	15,434	29.1	17,708	33.4	10,073	19.0	1,290	2.4	8,534	16.1
4. Quality of content.....	53,227	11,770	22.1	17,184	32.3	13,275	24.9	2,157	4.1	8,841	16.6
5. Quality of format......	53,213	12,655	23.8	16,280	30.6	13,533	25.4	1,461	2.7	9,284	17.5
6. Sufficiency (quantity of materials).........	52,449	23,764	45.3	15,042	28.7	5,679	10.8	398	.8	7,566	14.4
7. Variety (different types of materials)...	53,272	21,077	39.6	16,561	31.1	6,180	11.6	957	1.8	8,497	15.9

Table 48B.- Number of public elementary schools rating characteristics of audiovisual school library resources and other instructional materials, 1967-68

Characteristics	Total number responding	Elementary schools									
		Poor		Fair		Good		Excellent		Not applicable	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
1. Relevance to units of study and/or curriculum............	54,596	1,218	2.2	10,981	20.1	31,060	56.9	9,062	16.6	2,275	4.2
2. Relevance to pupil needs..................	54,831	1,159	2.1	9,715	17.7	32,250	58.8	9,344	17.1	2,363	4.3
3. Timeliness (materials are up to date).......	54,997	922	1.7	8,940	16.3	31,716	57.7	11,044	20.0	2,375	4.3
4. Quality of content.....	53,963	417	.8	6,417	11.9	31,141	57.7	13,613	25.2	2,375	4.4
5. Quality of format......	54,900	916	1.7	6,965	12.7	33,366	60.8	10,689	19.5	2,964	5.3
6. Sufficiency (quantity of materials)..........	54,704	4,990	9.1	15,443	28.2	27,611	50.5	4,462	8.2	2,198	4.0
7. Variety (different types of materials)...	54,873	2,810	5.1	13,973	25.5	27,699	50.5	8,125	14.8	2,266	4.1

Table 48C.--Number of public elementary schools rating characteristics of printed school library resources and other instructional materials, 1964-65

Characteristics	Total number responding	Elementary schools									
		Poor		Fair		Good		Excellent		Not applicable	
		Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
1. Relevance to units of study and/or curriculum..............	53,287	10,266	19.3	22,374	42.0	13,315	25.0	1,405	2.6	5,927	11.1
2. Relevance to pupil needs.................	46,328	9,278	20.0	24,034	51.9	5,935	12.8	1,230	2.7	5,851	12.6
3. Timeliness (materials are up to date).......	53,257	11,235	21.1	21,373	40.1	12,879	24.2	1,919	3.6	5,851	11.0
4. Quality of content.....	53,326	6,013	11.3	18,126	34.0	19,977	37.5	3,332	6.2	5,878	11.0
5. Quality of format......	53,323	7,687	14.4	18,172	34.1	18,641	34.9	2,447	4.6	6,376	12.0
6. Sufficiency (quantity of materials).........	53,297	19,680	36.9	20,169	37.9	7,372	13.8	356	.7	5,720	10.7
7. Variety (different types of materials)...	51,975	15,842	30.5	21,648	41.6	8,866	17.1	1,076	2.1	4,543	8.7

Table 48D.--Number of public elementary schools rating characteristics of printed school library resources and other instructional materials, 1967-68

Characteristics	Total number responding	Elementary schools									
		Poor		Fair		Good		Excellent		Not applicable	
		Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
1. Relevance to units of study and/or curriculum............	51,969	2,601	5.0	15,564	30.0	24,833	47.8	8,022	15.4	949	1.8
2. Relevance to pupil needs.................	51,675	3,472	6.7	14,714	28.5	25,621	49.6	7,086	13.7	782	1.5
3. Timeliness (materials are up to date).......	51,555	2,239	4.3	13,188	25.6	26,959	52.3	8,493	16.5	676	1.3
. Quality of content.....	51,605	1,465	2.8	9,867	19.1	29,141	56.5	10,394	20.2	738	1.4
. Quality of format......	51,597	1,731	3.4	10,980	21.3	28,893	56.0	8,633	16.7	1,360	2.6
. Sufficiency (quantity of materials).........	51,997	8,569	16.5	18,913	36.4	19,408	37.3	4,618	8.9	489	.9
. Variety (different types of materials)...	51,646	6,000	11.6	17,701	34.3	20,424	39.6	6,830	13.2	691	1.3

Table 48E.--Number of public secondary schools rating characteristics of audiovisual school library resources and other instructional materials, 1964-65

Characteristics	Total number responding	Secondary schools									
		Poor		Fair		Good		Excellent		Not applicable	
		Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
1. Relevance to units of study and/or curriculum............	19,881	7,606	38.3	6,026	30.3	2,362	11.9	429	2.2	3,458	17.3
2. Relevance to pupil needs.................	20,276	7,364	36.3	5,630	27.8	3,063	15.1	394	1.9	3,825	18.9
3. Timeliness (materials are up to date).......	20,272	5,965	29.4	6,141	30.3	3,817	18.8	564	2.8	3,785	18.7
4. Quality of content.....	20,203	[illegible],531	22.4	6,266	31.0	4,916	24.3	784	3.9	3,706	18.4
5. Quality of format......	20,134	4,691	23.3	6,079	30.2	4,558	22.6	699	3.5	4,107	20.4
6. Sufficiency (quantity of materials).........	20,052	8,144	40.6	5,263	26.3	2,588	12.9	424	2.1	3,633	18.1
7. Variety (different types of materials)...	19,635	8,365	42.6	5,556	28.3	1,740	8.9	258	1.3	3,716	18.9

Table 48F.--Number of public secondary schools rating characteristics of audiovisual school library resources and other instructional materials, 1967-68

Characteristics	Total number responding	Secondary schools									
		Poor		Fair		Good		Excellent		Not applicable	
		Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
1. Relevance to units of study and/or curriculum............	20,558	1,022	5.0	6,105	29.7	9,724	47.3	1,996	9.7	1,711	8.3
2. Relevance to pupil needs..................	20,255	1,275	6.3	5,620	27.7	9,661	47.7	2,004	9.9	1,695	8.4
3. Timeliness (materials are up to date).......	20,263	1,286	6.4	3,796	18.7	10,069	49.7	3,514	17.3	1,598	7.9
4. Quality of content.....	20,247	674	3.3	3,530	17.4	10,818	53.4	3,658	18.1	1,567	7.8
5. Quality of format......	20,245	648	3.2	4,114	20.3	9,960	49.2	3,428	16.9	2,095	10.4
6. Sufficiency (quantity of materials).........	20,924	2,349	11.2	6,066	29.0	8,168	39.0	2,866	13.7	1,475	7.1
7. Variety (different types of materials)...	20,202	2,242	11.1	7,366	36.5	7,190	35.6	1,837	9.1	1,567	7.7

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Table 48G.--Number of public secondary schools rating characteristics of printed school library resources and other instructional materials, 1964-65

Characteristics	Total number responding	Secondary schools									
		Poor		Fair		Good		Excellent		Not applicable	
		Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
1. Relevance to units of study and/or curriculum............	20,262	3,514	17.4	8,229	40.6	5,600	27.6	1,128	5.6	1,791	8.8
2. Relevance to pupil needs.................	20,261	2,969	14.7	8,668	42.8	5,935	29.3	857	4.2	1,832	9.0
3. Timeliness (materials are up to date).......	20,245	3,783	18.7	7,874	38.9	5,237	25.9	1,664	8.2	1,687	8.3
4. Quality of content.....	20,264	1,703	8.4	6,654	32.8	7,873	38.9	2,369	11.7	1,665	8.2
5. Quality of format......	20,245	2,336	11.6	6,949	34.3	7,180	35.5	1,769	8.7	2,011	9.9
6. Sufficiency (quantity of materials).........	20,246	6,663	32.9	8,258	40.8	3,302	16.3	375	1.9	1,648	8.1
7. Variety (different types of materials)...	20,270	4,347	21.5	8,999	44.4	4,090	20.2	1,002	4.9	1,832	9.0

Table 48H.--Number of public secondary schools rating characteristics of printed school library resources and other instructional materials, 1967-68

Characteristics	Total number responding	Secondary schools									
		Poor		Fair		Good		Excellent		Not applicable	
		Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
1. Relevance to units of study and/or curriculum............	20,238	178	0.9	2,895	14.3	12,363	61.1	4,377	21.6	425	2.1
2. Relevance to pupil needs..................	20,246	418	2.1	2,364	11.7	13,149	64.9	3,908	19.3	407	2.0
3. Timeliness (materials are up to date).......	20,245	392	1.9	2,292	11.3	11,899	58.8	5,479	27.1	183	.9
4. Quality of content.....	20,263	160	.8	1,191	5.9	12,623	62.3	6,112	30.2	177	.8
5. Quality of format......	20,247	311	1.5	1,905	9.4	12,743	63.0	4,777	23.6	511	2.5
6. Sufficiency (quantity of materials).........	20,221	1,428	7.1	6,659	32.9	9,819	48.6	2,132	10.5	183	.9
7. Variety (different types of materials)...	20,290	699	3.5	4,748	23.4	10,331	50.9	4,099	20.2	413	2.0

Table 49.--Number of school districts in which school district media services were initiated or expanded in 1965-66, 1966-67, and 1967-68; and extent to which these services were influenced by ESEA title II, by type of service and enrollment size of school district

Type of service and enrollment size of school district	Number of school districts initiating or expanding media services in:			Number of school districts reporting influence of ESEA title II				
	1965-66	1966-67	1967-68	None	Slight	Moderate	Substantial	Don't know
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1. Consultant services by media specialists:								
Total	1,513	2,524	2,745	416	478	1,416	972	269
25,000 and over	39	46	46	8	11	19	27	1
5,000-24,999	300	439	536	161	96	161	203	21
300-4,999	1,174	2,039	2,163	247	371	1,236	742	247
2. Centralized ordering of instructional materials:								
Total	3,674	4,624	5,173	923	[illegible]	2,005	2,406	247
25,000 and over	48	46	54	2	5	15	42	0
5,000-24,999	536	685	793	118	129	321	386	0
300-4,999	3,090	3,893	4,326	803	742	1,669	1,978	247
3. Processing and cataloging of instructional materials:								
Total	2,972	4,314	5,072	363	847	2,215	2,613	196
25,000 and over	39	58	61	0	6	23	51	0
5,000-24,999	461	610	685	54	161	214	461	11
300-4,999	2,472	3,646	4,326	309	680	1,978	2,101	185
4. Circulation of instructional materials from district media center:								
Total	2,227	2,845	4,051	424	888	1,801	1,376	249
25,000 and over	39	52	61	8	15	20	28	2
5,000-24,999	396	568	653	107	193	236	236	0
300-4,999	1,792	2,225	3,337	309	680	1,545	1,112	247
5. Maintenance of curriculum laboratory or media center for professional personnel:								
Total	867	1,670	2,452	693	746	715	708	108
25,000 and over	24	40	52	8	8	22	21	3
5,000-24,999	225	332	546	129	182	75	193	43
300-4,999	618	1,298	1,854	556	556	618	494	62

Table 50.--Number of public elementary and secondary schools in which school district media services were provided, by type of service, enrollment size of school district, and educational level, 1967-68

Enrollment size of school district and educational level	Type of service																	
	Consultant service			Centralized ordering			Centralized processing			Circulation of materials			Curriculum laboratory			Other		
	Number reporting	Schools reporting provision of service		Number reporting	Schools reporting provision of service		Number reporting	Schools reporting provision of service		Number reporting	Schools reporting provision of service		Number reporting	Schools reporting provision of service		Number reporting	Schools reporting provision of service	
		Number	Percent		Number	Percent		Number	Percent		Number	Percent		Number	Percent		Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)
Total..........	73,364	39,820	54.3	73,352	49,268	67.2	73,218	41,846	57.2	73,450	44,403	60.5	73,280	33,009	45.0	73,349	3,354	4.6
Elementary...	53,166	30,392	57.2	53,201	37,464	70.4	53,083	32,316	60.9	53,269	33,975	63.8	53,145	25,003	47.0	53,186	2,519	4.7
Secondary....	20,198	9,428	46.7	20,151	11,804	58.6	20,135	9,530	47.3	20,181	10,428	51.7	20,135	8,006	39.8	20,163	835	4.1
25,000 and over......	14,078	11,186	79.5	14,078	11,378	80.8	14,078	10,437	74.1	14,088	11,445	81.2	14,105	10,450	74.1	14,070	1,130	8.0
Elementary........	10,718	8,429	78.6	10,718	8,725	81.4	10,718	8,214	76.6	10,745	8,671	80.7	10,745	7,917	73.7	10,745	889	8.3
Secondary.........	3,360	2,757	82.1	3,360	2,653	80.0	3,360	2,223	66.2	3,343	2,774	83.0	3,360	2,533	75.4	3,325	241	7.2
5,000-24,999.........	25,264	15,046	59.6	25,176	16,942	67.3	25,181	12,501	49.6	25,264	17,178	68.0	25,140	12,889	51.3	25,181	1,001	4.0
Elementary........	19,361	11,915	61.5	19,320	13,859	71.7	19,278	10,756	55.8	19,361	13,569	70.1	19,237	10,260	53.3	19,278	786	4.1
Secondary.........	5,903	3,131	53.0	5,856	3,083	52.6	5,903	1,745	29.6	5,903	3,609	61.1	5,903	2,629	44.5	5,903	215	3.6
300-4,999............	34,022	13,588	39.9	34,098	20,948	61.4	33,959	18,908	55.7	34,098	15,780	46.3	34,035	9,670	28.4	34,098	1,223	3.6
Elementary........	23,087	10,048	43.5	23,163	14,880	64.2	23,087	13,346	57.8	23,163	11,735	50.7	23,163	6,826	29.5	23,163	844	3.6
Secondary.........	10,935	3,540	32.4	10,935	6,068	55.5	10,872	5,562	51.2	10,935	4,045	37.0	10,872	2,844	26.2	10,935	379	3.5

Table 51.--Number of school districts employing full-time media personnel in school district central offices, 1964-65 and 1967-68; number and percent of school districts reporting increase influenced by ESEA title II programs and by other factors, by enrollment size of school district and type of position

Enrollment size of school district and type of position	Number of school districts employing full-time media personnel		Number of school districts reporting increase from 1964-65 to 1967-68					
			Total increase		Influenced by ESEA title II		Influenced by other factors	
	1964-65	1967-68	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Media supervisor:								
Total...................	5,850	8,469	2,619	30.9	1,867	22.0	752	8.9
25,000 and over........	568	777	209	26.9	76	9.8	133	17.1
5,000-24,999...........	1,756	2,624	868	33.1	493	18.8	375	14.3
300-4,999..............	3,526	5,068	1,542	30.4	1,298	25.6	244	4.8
Professional positions concerned with centralized processing:								
Total...................	2,404	4,437	2,033	45.8	966	21.8	1,067	24.0
25,000 and over........	154	285	131	46.0	61	21.4	70	24.6
5,000-24,999...........	643	1,371	728	53.1	225	16.4	503	36.7
300-4,999..............	1,607	2,781	1,174	42.2	680	24.4	494	17.8
Media aides:								
Total...................	2,730	6,573	3,843	58.5	2,575	39.2	1,268	19.3
25,000 and over........	799	1,490	691	46.4	338	22.7	353	23.7
5,000-24,999...........	942	2,549	1,607	63.0	1,125	44.1	482	18.9
300-4,999..............	989	2,534	1,545	61.0	1,112	43.9	433	17.1
Technicians:								
Total...................	628	1,531	903	59.0	379	24.8	524	34.2
25,000 and over........	264	413	149	36.1	57	13.8	92	22.3
5,000-24,999...........	364	685	321	46.9	75	11.0	246	35.9
300-4,999..............	0	433	433	100.0	247	57.0	186	43.0
All media personnel:								
Total...................	11,612	21,010	9,398	44.7	5,787	27.5	3,611	17.2
25,000 and over........	1,785	2,966	1,181	39.8	532	17.9	649	21.9
5,000-24,999...........	3,705	7,229	3,524	48.7	1,918	26.5	1,606	22.2
300-4,999..............	6,122	10,815	4,693	43.4	3,337	30.9	1,356	12.5

Table 52.--Number and percent of school district central offices needing additional personnel for adequate administration of the ESEA title II program, by enrollment size of school district, 1967-68

Enrollment size of school district	Number of school districts															
	Additional media personnel needed															
	Professional personnel								Aides and technicians							
	0 to 4		5 to 8		9 and over		Total		0 to 4		5 to 8		9 and over		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)
25,000 and over......	158	1.4	1	0	2	0	161	1.4	145	1.3	8	0.1	8	0.1	161	1.5
12,000 to 24,999.....	375	3.5	21	0.2	0	-	396	3.7	364	3.3	21	.2	11	.1	396	3.6
6,000 to 11,999......	761	7.0	21	.2	11	0.1	793	7.3	740	6.8	32	.3	21	.2	793	7.3
3,000 to 5,999.......	1,785	16.5	11	.1	0	-	1,796	16.6	1,753	16.2	11	.1	32	.3	1,796	16.6
1,200 to 2,999.......	3,039	28.1	0	-	0	-	3,039	28.1	2,977	27.5	62	.6	0	-	3,039	28.1
600 to 1,199.........	2,720	25.1	0	-	0	-	2,720	25.1	2,720	25.1	0	-	0	-	2,720	25.1
300 to 599...........	1,730	16.0	0	-	0	-	1,730	16.0	1,730	16.0	0	-	0	-	1,730	16.0
1 to 299.............	189	1.8	0	-	0	-	189	1.8	189	1.8	0	-	0	-	189	1.8
Total..........	10,757	99.4	54	.5	13	.1	10,824	100.0	10,618	98.0	134	1.3	72	.7	10,824	100.0

Table 53.--Total number of schools employing full-time media specialists, 1964-65 and 1967-68; and number reporting change in employment of media specialists due to ESEA title II, change as a result of other factors, and total change, by enrollment size of school district and educational level

Enrollment size of school district and educational level	Number of schools														
	Schools employing full-time media specialists						Change in number of schools employing full-time media specialists								
	1964-65			1967-68			Reporting change due to ESEA title II			Reporting change as a result of other factors			Total change		
	Number of staff			Number of staff			Number of staff			Number of staff			Number of staff		
	1 to 2	3 to 4	5 or more	1 to 2	3 to 4	5 or more	1 to 2	3 to 4	5 or more	1 to 2	3 to 4	5 or more	1 to 2	3 to 4	5 or more
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
Total...........	17,322	199	58	25,817	339	225	3,437	0	0	5,058	140	167	8,495	140	167
Elementary...	7,413	27	41	13,871	41	41	2,336	0	0	4,122	14	0	6,458	14	0
Secondary....	9,909	172	17	11,946	298	184	1,101	0	0	936	126	167	2,037	126	167
25,000 and over......	5,041	79	17	6,551	155	34	424	0	0	1,086	76	17	1,510	76	17
Elementary........	2,612	27	0	3,932	0	0	323	0	0	997	-27	0	1,320	-27	0
Secondary.........	2,429	52	17	2,619	155	34	101	0	0	89	103	17	190	103	17
5,000-24,999.........	6,291	120	41	9,544	184	65	1,407	0	0	1,846	64	24	3,253	64	24
Elementary........	2,730	0	41	5,337	41	41	786	0	0	1,821	41	0	2,607	41	0
Secondary.........	3,561	120	0	4,207	143	24	621	0	0	25	23	24	646	23	24
300-4,999............	5,990	0	0	9,722	0	126	1,606	0	0	2,126	0	126	3,732	0	126
Elementary........	2,071	0	0	4,602	0	0	1,227	0	0	1,304	0	0	2,531	0	0
Secondary.........	3,919	0	0	5,120	0	126	379	0	0	822	0	126	1,201	0	126

Table 54.--Total number of schools employing full-time certified personnel to serve as media specialists, 1964-65 and 1967-68; and number reporting change in employment of such personnel due to ESEA title II, change as a result of other factors, and total change, by enrollment size of school district and educational level

Enrollment size of school district and educational level	Number of schools														
	Schools employing full-time certified personnel as media specialists						Change in number of schools employing full-time certified personnel as media specialists, 1964-65 and 1967-68								
	1964-65			1967-68			Reporting change due to ESEA title II			Reporting change as a result of other factors			Total change		
	Number of staff			Number of staff			Number of staff			Number of staff			Number of staff		
	1 to 2	3 to 4	5 or more	1 to 2	3 to 4	5 or more	1 to 2	3 to 4	5 or more	1 to 2	3 to 4	5 or more	1 to 2	3 to 4	5 or more
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
Total...........	1,552	24	192	3,187	201	0	878	24	0	757	153	0	1,635	177	-192
Elementary...	1,037	0	110	2,062	153	0	511	0	0	514	153	0	1,025	153	-110
Secondary....	515	24	82	1,125	48	0	367	24	0	243	0	0	610	24	-82
25,000 and over......	221	0	61	404	0	0	61	0	0	122	0	0	183	0	-61
Elementary........	135	0	27	215	0	0	27	0	0	53	0	0	80	0	-27
Secondary.........	86	0	34	189	0	0	34	0	0	69	0	0	103	0	-34
5,000-24,999.........	528	24	131	1,050	48	0	474	24	0	48	0	0	522	24	-131
Elementary........	289	0	83	620	0	0	331	0	0	0	0	0	331	0	-83
Secondary.........	239	24	48	430	48	0	143	24	0	48	0	0	191	24	-48
300-4,999............	803	0	0	1,733	153	0	343	0	0	587	153	0	930	153	0
Elementary........	613	0	0	1,227	153	0	153	0	0	461	153	0	614	153	0
Secondary.........	190	0	0	506	0	0	190	0	0	126	0	0	316	0	0

Table 55.--Total number of elementary schools with full-time media aides, technicians, and volunteers assigned to school media centers, 1964-65 and 1967-68; and number reporting change in employment of personnel due to ESEA title II, change as a result of other factors, and total change

Type and number of media personnel assigned	Number of elementary schools				
	1964-65	1967-68	Reporting change due to ESEA title II	Reporting change as a result of other factors	Total change (columns 4 + 5)
(1)	(2)	(3)	(4)	(5)	(6)
Media aides..........	1,700	6,244	2,887	1,657	+4,544
1 to 2............	1,659	6,002	2,804	1,539	+4,343
3 to 4............	41	201	83	77	+160
5 or more.........	0	41	0	41	+41
Technicians..........	375	712	112	225	+337
1 to 2............	375	712	112	225	+337
3 to 4............	0	0	0	0	0
5 or more.........	0	0	0	0	0
Volunteers...........	110	268	77	81	+158
1 to 2............	27	214	77	110	+187
3 to 4............	0	27	0	27	+27
5 or more.........	83	27	0	-56	-56

Table 56.--Total number of secondary schools with full-time media aides, technicians, and volunteers assigned to school media centers, 1964-65 and 1967-68; and number reporting change in employment of personnel due to ESEA title II, change as a result of other factors, and total change

Type and number of media personnel assigned	Number of secondary schools				
	1964-65	1967-68	Reporting change due to ESEA title II	Reporting change as a result of other factors	Total change (columns 4 + 5)
(1)	(2)	(3)	(4)	(5)	(6)
Media aides..........	2,206	4,503	1,476	821	2,297
1 to 2............	2,076	4,212	1,452	684	2,136
3 to 4............	106	219	24	89	113
5 or more.........	24	72	0	48	48
Technicians..........	148	364	24	192	216
1 to 2............	148	364	24	192	216
3 to 4............	0	0	0	0	0
5 or more.........	0	0	0	0	0
Volunteers...........	17	163	0	146	146
1 to 2............	0	63	0	63	63
3 to 4............	0	0	0	0	0
5 or more.........	17	100	0	83	83

Table 57.--Total number of schools without media personnel, 1964-65 and 1967-68, by type of personnel, enrollment size of school district, and educational level

Enrollment size of school district and educational level	Number of schools without media personnel									
	1964-65					1967-68				
	Type of media personnel					Type of media personnel				
	Media specialists	Other certified personnel serving as media specialists	Media aides	Technicians	Volunteers	Media specialists	Other certified personnel serving as media specialists	Media aides	Technicians	Volunteers
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Total..........	56,695	72,507	70,569	73,753	74,099	47,894	70,886	63,400	73,199	73,846
Elementary...	46,299	52,634	52,281	53,406	53,672	39,828	51,565	47,535	53,069	53,432
Secondary....	10,396	19,873	18,288	20,347	20,427	8,066	19,321	15,865	20,130	20,414
25,000 and over......	9,083	13,938	13,222	14,142	14,176	7,480	13,815	11,951	14,053	14,095
Elementary........	8,187	10,664	10,637	10,799	10,799	6,894	10,610	9,883	10,745	10,718
Secondary.........	896	3,274	2,585	3,343	3,377	586	3,205	2,068	3,308	3,377
5,000-24,999.........	19,007	24,777	23,951	25,323	25,328	15,667	24,362	20,776	24,997	25,295
Elementary........	16,713	19,113	18,741	19,444	19,403	14,066	18,865	16,713	19,237	19,320
Secondary.........	2,294	5,664	5,210	5,879	5,925	1,601	5,497	4,063	5,760	5,975
300-4,999............	28,605	33,792	33,396	34,288	34,595	24,747	32,709	30,673	34,149	34,456
Elementary........	21,399	22,857	22,903	23,163	23,470	18,868	22,090	20,939	23,087	23,394
Secondary.........	7,206	10,935	10,493	11,125	11,125	5,879	10,619	9,734	11,062	11,062

Table 58.--Number of public elementary schools reporting on average percent of time media specialists spend on activities, 1967-68

Percent of time	Type of activity					
	A	B	C	D	E	F
(1)	(2)	(3)	(4)	(5)	(6)	(7)
0............	10,538	11,975	8,626	15,249	24,794	20,731
1 to 10......	30,284	15,279	22,922	28,461	26,806	9,042
11 to 20.....	7,181	3,753	11,316	5,968	2,263	1,265
21 to 30.....	4,778	4,502	5,632	2,388	543	951
31 to 40.....	732	2,672	2,506	1,070	71	720
41 to 50.....	874	5,314	1,943	455	136	2,829
51 to 60.....	30	3,541	762	349	148	921
61 to 70.....	0	2,986	490	516	30	1,512
71 to 80.....	366	3,802	260	508	0	4,670
81 to 90.....	0	845	166	30	0	4,600
91 to 99.....	0	178	201	0	77	2,412
100..........	83	59	41	0	0	5,211

A - Working with teachers on tasks such as curriculum development, consultation on the use of materials in units of study or cooperative selection of materials

B - Working with pupils on tasks such as individual, group, or class instruction; or providing assistance in media use

C - Working with instructional materials on tasks such as selection, ordering, cataloging, or organization

D - Working on media center administration tasks such as scheduling, circulation

E - Working on other media activities

F - Performing non-media tasks such as other teaching, administration

Table 59.--Number of public secondary schools reporting on average percent of time media specialists spend on activities, 1967-68

Percent of time	Type of activity					
	A	B	C	D	E	F
(1)	(2)	(3)	(4)	(5)	(6)	(7)
0............	1,502	1,374	1,206	2,669	6,253	9,386
1 to 10......	12,427	4,147	4,960	12,510	12,506	5,387
11 to 20.....	4,441	3,047	5,007	3,291	1,196	1,089
21 to 30.....	1,557	3,673	4,196	1,458	369	231
31 to 40.....	139	2,285	1,997	167	24	381
41 to 50.....	198	2,485	1,829	89	145	1,200
51 to 60.....	0	1,522	511	143	0	364
61 to 70.....	24	948	311	0	0	316
71 to 80.....	126	842	349	0	0	627
81 to 90.....	63	169	41	0	0	831
91 to 99.....	0	0	87	0	0	191
100..........	0	0	0	0	0	491

A - Working with teachers on tasks such as curriculum development, consultation on the use of materials in units of study or cooperative selection of materials

B - Working with pupils on tasks such as individual, group, or class instruction; or providing assistance in media use

C - Working with instructional materials on tasks such as selection, ordering, cataloging, or organization

D - Working on media center administration tasks such as scheduling, circulation

E - Working on other media activities

F - Performing non-media tasks such as other teaching, administration

Table 60.--Number of schools reporting on the existence of classroom collections or materials, 1964-65; improvement since 1964-65; establishment since 1964-65; and the extent to which ESEA title II influenced the change since 1964-65, by educational level and school district enrollment

Educational level and enrollment size of school districts	Number of schools reporting that classroom collections:			Extent of ESEA title II influence on changes			
	Existed in 1964-65	Were improved since 1964-65	Were instituted since 1964-65	No extent	Slight	Moderate	Substantial
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Total...........	45,083	47,206	10,165	7,289	10,152	14,224	13,932
Elementary...	34,233	34,696	6,940	5,546	7,158	10,429	10,869
Secondary....	10,850	12,510	3,225	1,743	2,994	3,795	3,063
25,000 and over......	6,606	7,215	2,057	1,020	1,473	2,471	1,843
Elementary........	5,090	5,440	1,454	727	1,077	1,885	1,481
Secondary.........	1,516	1,775	603	293	396	586	362
5,000-24,999.........	15,779	16,001	3,437	2,943	3,164	4,681	4,837
Elementary........	12,576	12,535	2,648	2,441	2,399	3,558	4,096
Secondary.........	3,203	3,466	789	502	765	1,123	741
300-4,999...........	22,698	23,990	4,671	3,326	5,515	7,072	7,252
Elementary........	16,567	16,721	2,838	2,378	3,682	4,986	5,292
Secondary.........	6,131	7,269	1,833	948	1,833	2,086	1,960

Table 61.--Number of schools reporting on the cataloguing of classroom collections or materials, 1964-65; improvement since 1964-65; establishment since 1964-65; and the extent to which ESEA title II influenced the change since 1964-65, by educational level and school district enrollment

Educational level and enrollment size of school districts	Number of schools reporting that catalogued classroom collections:			Extent of ESEA title II influence on changes			
	Existed in 1964-65	Were improved since 1964-65	Were instituted since 1964-65	No extent	Slight	Moderate	Substantial
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Total..........	15,403	29,596	18,982	4,108	5,758	8,360	10,929
Elementary...	11,443	22,885	14,766	2,840	4,328	6,583	8,610
Secondary....	3,960	6,711	4,216	1,268	1,430	1,777	2,319
25,000 and over......	2,520	4,274	2,585	638	640	1,328	1,348
Elementary........	1,831	3,447	2,154	431	485	1,104	1,158
Secondary.........	689	827	431	207	155	224	190
5,000-24,999.........	4,945	10,502	6,713	1,728	1,612	2,505	4,206
Elementary........	4,013	8,853	5,709	1,489	1,158	2,027	3,847
Secondary.........	932	1,649	1,004	239	454	478	359
300-4,999............	7,938	14,820	9,684	1,742	3,506	4,527	5,375
Elementary........	5,599	10,585	6,903	920	2,685	3,452	3,605
Secondary.........	2,339	4,235	2,781	822	821	1,075	1,770

Table 62.--Number of schools reporting on the existence of school media centers, 1964-65; improvement since 1964-65; establishment since 1964-65; and the extent to which ESEA title II influenced the change since 1964-65, by educational level and school district enrollment

Educational level and enrollment size of school districts	Number of schools reporting that school media centers:			Total schools with media centers		Extent of ESEA title II influence on changes			
	Existed in 1964-65	Were improved since 1964-65	Were instituted since 1964-65	Number	Percent of Total*	No extent	Slight	Moderate	Substantial
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Total..........	38,912	60,121	23,923	62,835	84.6	2,896	7,775	19,118	28,507
Elementary..	25,011	41,512	18,587	43,598	81.1	1,970	5,980	12,303	20,408
Secondary...	13,901	18,609	5,336	19,237	93.9	926	1,795	6,815	8,099
25,000 and over....	8,680	11,746	3,865	12,545	88.2	561	1,804	3,684	5,453
Elementary......	6,113	8,645	3,124	9,237	85.3	458	1,373	2,908	3,851
Secondary.......	2,567	3,101	741	3,308	97.5	103	431	776	1,602
5,000-24,999.......	14,638	21,821	7,846	22,484	88.3	936	3,358	6,443	9,935
Elementary......	10,384	16,300	6,412	16,796	86.2	745	2,689	4,716	7,736
Secondary.......	4,254	5,521	1,434	5,688	95.2	191	669	2,127	2,199
300-4,999	15,594	21,554	12,212	27,806	80.4	1,399	2,613	8,591	13,119
Elementary......	8,514	16,567	9,051	17,565	74.8	767	1,918	4,679	8,821
Secondary.......	7,080	9,987	3,161	10,241	92.1	632	695	3,912	8,821

*Calculated on a base of 74,273 schools with enrollments of 300 or more: 53,766 elementary and 20,497 secondary.

Table 63.--Percent of public schools with centralized libraries in school systems with 150 pupils or more, by enrollment size of school system and grade level of school, 1958-59 and 1962-63[1]

Enrollment size of school system and grade level of school	1958-59	1962-63	Change
①	②	③	④
All school systems with 150 pupils or more........	50.4	58.9	+8.5
Elementary..............	34.1	44.4	+10.3
Secondary...............	96.7	97.4	+.7
Combined................	87.7	89.6	+1.9
25,000 pupils or more......	62.2	72.2	+10.0
Elementary..............	53.2	64.6	+11.4
Secondary...............	97.2	97.6	+.4
Combined................	83.7	76.7	-7.0
12,000 to 24,999 pupils....	53.5	60.5	+7.0
Elementary..............	41.1	48.6	+7.5
Secondary...............	98.5	98.8	+.3
Combined................	89.0	90.1	+1.1

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[1] Darling, Richard L. Public School Library Statistics, 1962-63. Washington, D.C. Department of Health, Education, and Welfare, Office of Education. 1964. p. 6

Table 64.--Number of schools reporting on audiovisual materials in school media centers, 1964-65; improvement since 1964-65; establishment since 1964-65; and the extent to which ESEA title II influenced the change since 1964-65, by educational level and school district enrollment

Educational level and enrollment size of school districts	Number of schools reporting that audiovisual materials in school media centers:			Extent of ESEA title II influence on changes			
	Existed in 1964-65	Were improved since 1964-65	Were instituted since 1964-65	No extent	Slight	Moderate	Substantial
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Total............	25,095	51,659	30,617	4,881	9,778	14,478	21,761
Elementary...	16,177	36,208	22,824	3,610	7,208	9,792	15,176
Secondary....	8,918	15,451	7,793	1,271	2,570	4,686	6,585
25,000 and over......	5,458	10,240	5,734	730	1,766	3,405	4,281
Elementary.........	3,905	7,621	4,390	592	1,266	2,612	3,178
Secondary.........	1,553	2,619	1,344	138	500	793	1,103
5,000-24,999.........	9,766	19,201	10,384	1,718	4,573	4,822	7,525
Elementary........	6,826	14,397	8,233	1,407	3,641	3,268	5,709
Secondary.........	2,940	4,804	2,151	311	932	1,554	1,816
300-4,999............	9,871	22,216	14,499	2,433	3,439	6,251	9,955
Elementary........	5,446	14,190	10,201	1,611	2,301	3,912	6,289
Secondary.........	4,425	8,028	4,298	822	1,138	2,339	3,666

Table 65.--Number of schools reporting on the existence of resource centers, 1964-65; improvement since 1964-65; establishment since 1964-65; and the extent to which ESEA title II influenced the change since 1964-65, by educational level and school district enrollment

Educational level and enrollment size of school districts	**Number of schools reporting that resource centers:**			Extent of ESEA title II influence on changes			
	Existed in 1964-65	Were improved since 1964-65	Were instituted since 1964-65	No extent	Slight	Moderate	Substantial
①	②	③	④	⑤	⑥	⑦	⑧
Total...........	9,861	22,039	14,615	1,977	3,882	6,025	9,016
Elementary...	6,830	15,410	10,372	1,402	2,601	4,324	6,301
Secondary....	3,031	6,629	4,243	575	1,281	1,701	2,715
25,000 and over......	1,944	3,377	1,975	505	608	1,039	1,074
Elementary........	1,427	2,343	1,320	350	350	781	781
Secondary.........	517	1,034	655	155	258	258	293
5,000-24,999.........	3,688	8,219	5,343	912	1,861	2,400	2,595
Elementary........	2,565	6,164	4,220	745	1,407	1,779	2,069
Secondary.........	1,123	2,055	1,123	167	454	621	526
300-4,999............	4,229	10,443	7,297	560	1,413	2,586	5,347
Elementary........	2,838	6,903	4,832	307	844	1,764	3,451
Secondary.........	1,391	3,540	2,465	253	569	822	1,896

Table 66.--Number of schools reporting on recently developed technological equipment in school media centers, 1964-65; improvement since 1964-65; establishment since 1964-65; and the extent to which ESEA title II influenced the change since 1964-65, by educational level and school district enrollment

Educational level and enrollment size of school districts	Number of schools reporting that technological equipment was:			Extent of ESEA title II influence on changes			
	Available in school media centers in 1964-65	Improved since 1964-65	Instituted since 1964-65	No extent	Slight	Moderate	Sub-stantial
①	②	③	④	⑤	⑥	⑦	⑧
Total...........	4,331	17,794	16,507	3,941	3,570	4,402	5,995
Elementary...	3,094	12,677	11,503	2,216	2,412	3,444	4,225
Secondary....	1,237	5,117	5,004	1,725	1,158	958	1,770
25,000 and over......	1,343	3,426	2,896	695	870	819	1,076
Elementary........	1,050	2,478	1,966	350	646	646	835
Secondary.........	293	948	930	345	224	173	241
5,000-24,999.........	1,702	6,790	6,033	1,490	1,315	1,440	2,233
Elementary........	1,200	5,213	4,551	869	1,076	1,034	1,779
Secondary.........	502	1,577	1,482	621	239	406	454
300-4,999............	1,286	7,578	7,578	1,756	1,385	2,143	2,686
Elementary........	844	4,986	4,986	997	690	1,764	1,611
Secondary.........	442	2,592	2,592	759	695	379	1,075

Table 67.--Number of public schools using various locations from which school library resources and other instructional materials purchased with ESEA title II funds could be borrowed by children and teachers in public schools, 1967-68

Locations	Elementary schools		Secondary schools	
	Children	Teachers	Children	Teachers
(1)	(2)	(3)	(4)	(5)
School media center....	19,047	12,667	12,959	19,228
Classroom collections..	16,321	8,093	7,981	16,412
District media center..	59	4	1,771	9,704
Regional media center..	185	1	1,920	3,650
State media center.....	311	187	1,077	1,559
Other..................	0	4	605	485

Table 68.--Number of school districts citing various locations from which school library resources and other instructional materials purchased with ESEA title II funds could be borrowed by children and teachers in private elementary and secondary schools, 1967-68

Locations	Number of districts
Private school media center..................	2,836
Private school classrooms....................	1,848
Public school media center...................	1,154
District media center........................	506
Regional media center........................	159
State media center...........................	93
Other..	344

Table 69.--Number of public elementary and secondary schools indicating the use of various periods of loan for printed and audiovisual materials

Item	No circulation	Average length of loan				
		24 hours or less	More than 24 hours but less than 2 weeks	At least 2 weeks but less than 4 weeks	At least 4 weeks but less than 6 months	6 months or longer
(1)	(2)	(3)	(4)	(5)	(6)	(7)
School media center:						
Printed material:						
Elementary............	298	766	6,505	10,394	677	479
Secondary.............	63	1,804	22,424	15,086	1,883	1,080
Total.............	361	2,570	28,929	25,480	2,560	1,579
Audiovisual material:						
Elementary............	1,029	8,958	9,291	3,004	398	922
Secondary.............	855	4,093	21,700	6,344	1,305	1,458
Total.............	1,884	13,051	30,991	9,348	1,703	2,380
District media center:						
Printed material:						
Elementary............	911	231	3,746	3,254	1,233	3,724
Secondary.............	150	696	13,656	9,661	3,164	1,624
Total.............	1,061	927	17,402	12,915	4,397	5,348
Audiovisual material:						
Elementary............	591	1,906	22,929	5,848	1,558	955
Secondary.............	150	544	6,967	1,838	691	693
Total.............	741	2,450	29,896	7,686	2,249	1,648

Table 70.--Number of school districts and public schools where lists or catalogs of materials acquired under ESEA title II are available and categories of instructional materials included in the lists or catalogs available in schools, 1967-68

School unit	Number of schools			Categories of instructional materials included in lists								
				School library resources			Textbooks			Other instructional materials		
	With lists	Without lists	Percent with lists	Number with	Number without	Percent with	Number with	Number without	Percent with	Number with	Number without	Percent with
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Available in school district..........	9,583	1,179	89.0	0	0	-	0	0	-	0	0	-
Available in individual schools....	7,628	2,931	72.2	7,308	320	95.8	1,949	5,679	25.5	4,782	2,526	65.4

Table 71.--Number of schools reporting an increase in pupil use of the school media center for class assignments, and extent to which the increase is attributable to the ESEA title II program, by educational level and school district enrollment, 1965-68

Educational level and enrollment size of school districts	Number reporting increased use, 1965-68	Number reporting no increase	Extent to which increase is attributable to the ESEA title II program								Number not reporting extent	Percent
			No extent	Percent	Slight	Percent	Moderate	Percent	Substantial	Percent		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Total.........	59,243	3,586	2,116	3.6	10,816	18.3	23,879	40.3	19,859	33.5	2,573	4.3
Elementary.	40,803	2,595	1,380	4.4	7,863	19.3	16,459	40.3	13,434	32.9	1,667	3.1
Secondary..	18,440	991	736	4.0	2,953	16.0	7,420	40.2	6,425	34.8	906	5.0
25,000 and over....	11,658	853	648	5.6	2,240	19.2	3,996	34.3	4,161	35.7	613	5.2
Elementary......	8,591	646	458	5.3	1,697	19.8	2,962	34.5	2,989	34.8	485	5.6
Secondary.......	3,067	207	190	6.2	543	17.7	1,034	33.7	1,172	38.2	128	4.2
5,000-24,999.......	21,170	1,167	705	5.3	4,514	21.3	7,901	37.3	6,763	32.0	1,287	4.1
Elementary......	15,721	952	538	3.4	3,558	22.6	5,750	36.6	4,923	31.3	952	6.1
Secondary.......	5,449	215	167	3.1	956	17.5	2,151	39.5	1,840	33.7	335	6.1
300-4,999..........	26,415	1,566	763	2.9	4,062	15.4	11,982	45.4	8,935	33.8	673	2.5
Elementary......	16,491	997	384	2.3	2,608	15.8	7,747	47.0	5,522	33.5	230	1.4
Secondary.......	9,924	569	379	3.8	1,454	14.7	4,235	42.6	3,413	34.4	443	4.5

Table 72 .--Number of schools reporting an increase in the use of the school media center for pupils who have reading difficulties, and extent to which the increase is attributable to the ESEA title II program, by educational level and school district enrollment, 1965-68

Educational level and enrollment size of school districts	Number reporting increased use, 1965-68	Number reporting no increase	Extent to which increase is attributable to the ESEA title II program								Number not reporting extent	Percent
			No extent	Percent	Slight	Percent	Moderate	Percent	Substantial	Percent		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Total.........	57,876	4,620	2,487	4.3	11,621	20.1	24,062	41.6	16,476	28.4	3,230	5.6
Elementary.	40,562	2,566	1,555	3.8	8,215	20.3	16,151	39.8	12,679	31.3	1,962	4.8
Secondary..	17,314	2,054	932	5.4	3,406	19.7	7,911	45.7	3,797	21.9	1,268	7.3
25,000 and over....	11,456	1,027	764	6.7	2,244	19.6	4,422	38.6	3,540	30.9	486	4.2
Elementary......	8,510	700	592	7.0	1,589	18.7	3,285	38.6	2,747	32.2	297	3.5
Secondary.......	2,946	327	172	5.8	655	22.2	1,137	38.6	793	27.0	189	6.4
5,000-24,999.......	20,777	1,395	770	3.7	4,729	22.8	8,263	39.8	5,887	28.3	1,128	5.4
Elementary......	15,638	869	579	3.7	3,558	22.8	6,040	38.6	4,716	30.1	745	4.8
Secondary.......	5,139	526	191	3.7	1,171	22.8	2,223	43.3	1,171	22.7	383	7.5
300-4,999..........	25,643	2,198	953	3.7	4,648	18.1	11,377	44.4	7,049	27.5	1,616	6.3
Elementary......	16,414	997	384	2.3	3,068	18.7	6,826	41.6	5,216	31.8	920	5.6
Secondary.......	9,229	1,201	569	6.2	1,580	17.1	4,551	49.3	1,833	19.9	696	7.5

Table 73 .--Number of schools reporting an increase in the use of the media center for materials for gifted pupils, and extent to which the increase is attributable to the ESEA title II program, by educational level and school district enrollment, 1965-68

Educational level and enrollment size of school districts	Number reporting increased use, 1965-68	Number reporting no increase	Extent to which increase is attributable to the ESEA title II program								Number not reporting extent	Percent
			No extent	Percent	Slight	Percent	Moderate	Percent	Substantial	Percent		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Total.........	55,998	6,558	2,108	3.8	12,451	22.2	21,941	39.2	16,539	29.5	2,959	5.3
Elementary.	38,443	4,762	1,624	4.2	8,615	22.4	14,594	38.0	11,738	30.5	1,872	4.9
Secondary..	17,555	1,796	484	2.8	3,836	21.9	7,347	41.8	4,801	27.3	1,087	6.2
25,000 and over....	10,925	1,542	534	4.9	1,998	18.3	4,185	38.3	3,587	32.8	621	5.7
Elementary......	7,944	1,266	431	5.4	1,481	18.6	2,962	37.3	2,639	33.2	431	5.4
Secondary.......	2,981	276	103	3.5	517	17.3	1,223	41.0	948	31.8	190	6.4
5,000-24,999.......	20,134	2,037	770	3.8	4,662	23.2	7,498	37.2	5,921	29.4	1,283	6.4
Elementary......	14,852	1,655	579	3.9	3,682	24.8	5,419	36.5	4,344	29.2	828	5.6
Secondary.......	5,282	382	191	3.6	980	18.6	2,079	39.4	1,577	29.8	455	8.6
300-4,999..........	24,939	2,979	804	3.2	5,791	23.2	10,258	41.1	7,031	28.2	1,055	4.2
Elementary......	15,647	1,841	614	3.9	3,452	22.1	6,213	39.7	4,755	30.4	613	3.9
Secondary.......	9,292	1,138	190	2.0	2,339	25.2	4,045	43.5	2,276	24.5	442	4.8

Table 74 .--Number of schools reporting an increase in pupil use of the school media center for reading for pleasure, and extent to which the increase is attributable to the ESEA title II program, by educational level and school district enrollment, 1965-68

Educational level and enrollment size of school districts	Number reporting increased use, 1965-68	Number reporting no increase	Extent to which increase is attributable to the ESEA title II program								Number not reporting extent	Percent
			No extent	Percent	Slight	Percent	Moderate	Percent	Substantial	Percent		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Total.........	60,079	2,749	2,891	4.8	8,894	14.8	23,355	38.9	22,007	36.6	2,932	4.9
Elementary.	41,890	1,506	1,693	4.0	5,948	14.2	16,058	38.3	16,145	38.5	2,046	5.0
Secondary..	18,189	1,243	1,198	6.6	2,946	16.2	7,297	40.1	5,862	32.2	886	4.9
25,000 and over....	11,750	761	719	6.1	1,969	16.8	4,047	34.4	4,250	36.2	765	6.5
Elementary......	8,752	485	512	5.9	1,400	16.0	2,962	33.8	3,285	37.5	593	6.8
Secondary.......	2,998	276	207	6.9	569	19.0	1,085	36.2	965	32.2	172	5.7
5,000-24,999.......	21,671	666	773	3.6	3,797	17.5	8,143	37.6	7,630	35.2	1,328	6.1
Elementary......	16,341	331	414	2.5	2,937	18.0	6,040	37.0	5,957	36.4	993	6.1
Secondary.......	5,330	335	359	6.7	860	16.1	2,103	39.5	1,673	31.4	335	6.3
300-4,999..........	26,658	1,322	1,399	5.2	3,128	11.7	11,165	41.9	10,127	38.0	839	3.1
Elementary......	16,797	690	767	4.6	1,611	9.6	7,056	42.0	6,903	41.1	460	2.7
Secondary.......	9,861	632	632	6.4	1,517	15.4	4,109	41.7	3,224	32.7	379	3.8

Table 75 .--Number of schools reporting an increase in home use of audiovisual materials borrowed from the school media center, and extent to which the increase is attributable to the ESEA title II program, by educational level and school district enrolment, 1965-68

Educational level and enrollment size of school districts	Number reporting increased use, 1965-68	Number reporting no increase	Extent to which increase is attributable to the ESEA title II program								Number not reporting extent	Percent
			No extent	Percent	Slight	Percent	Moderate	Percent	Substantial	Percent		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Total.........	12,642	49,713	1,193	9.4	4,209	33.3	4,103	32.5	2,074	16.4	1,063	8.4
Elementary.	8,069	35,129	894	11.1	2,352	29.1	2,612	32.4	1,260	15.6	951	11.8
Secondary..	4,573	14,584	299	6.5	1,857	40.6	1,491	32.6	814	17.8	112	2.5
25,000 and over....	2,166	10,212	231	10.7	781	36.1	628	29.0	473	21.8	53	2.4
Elementary......	1,373	7,783	162	11.8	350	25.5	404	29.4	404	29.4	53	3.9
Secondary.......	793	2,429	69	8.7	431	54.4	224	28.2	69	8.7	0	-
5,000-24,999.......	4,790	17,410	746	15.6	1,636	34.2	1,209	25.2	942	19.6	257	5.4
Elementary......	3,475	13,156	579	16.7	1,158	33.3	827	23.8	703	20.2	208	6.0
Secondary.......	1,315	4,254	167	12.7	478	36.3	382	29.0	239	18.2	49	4.0
300-4,999..........	5,686	22,091	216	3.8	1,792	31.5	2,266	39.9	659	11.6	753	13.2
Elementary......	3,221	14,190	153	4.8	844	26.2	1,381	42.9	153	4.7	690	21.4
Secondary.......	2,465	7,901	63	2.6	948	38.4	885	35.9	506	20.5	63	2.6

Table 76.--Number of schools reporting increase in practices of classroom teachers concerning instructional materials and the extent to which ESEA title II has influenced these practices

Practices of classroom teachers	Number reporting increase since ESEA title II	Percent	Number reporting no increase	Extent to which ESEA title II has influenced these practices								Number not reporting extent	Percent
				No extent	Percent	Slight	Percent	Moderate	Percent	Substantial	Percent		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
1. Evaluates materials before purchase:													
Total	51,786	100.0	11,058	2,999	5.7	10,772	20.8	22,343	43.1	12,984	25.1	2,688	5.2
Elementary	37,844	73.1	7,956	2,237	4.3	8,112	15.7	16,089	31.1	9,366	18.1	2,040	3.9
Secondary	13,942	26.9	3,102	762	1.4	2,660	5.1	6,254	12.1	3,618	7.0	648	1.3
2. Gives assistance in selecting new materials:													
Total	64,440	100.0	5,975	3,148	4.9	12,717	19.7	28,776	44.6	11,598	18.0	8,201	12.7
Elementary	46,800	72.6	4,133	2,317	3.6	9,720	15.1	20,825	32.3	6,595	10.2	7,343	11.4
Secondary	17,640	27.4	1,842	831	1.3	2,997	4.6	7,951	12.3	5,003	7.8	858	1.3
3. Uses professional materials:													
Total	58,409	100.0	5,721	4,440	7.6	11,964	20.5	19,819	33.9	13,894	23.8	8,292	14.2
Elementary	42,853	73.4	3,825	3,231	5.5	8,802	15.1	12,825	22.0	10,383	17.8	7,612	13.0
Secondary	15,556	26.6	1,896	1,209	2.1	3,162	5.4	6,994	11.9	3,511	6.0	680	1.2
4. Requests assistance of media specialists in locating materials:													
Total	66,136	100.0	4,018	4,766	7.2	12,107	18.3	26,334	39.8	18,732	28.3	4,197	6.3
Elementary	47,711	72.1	2,840	2,909	4.4	8,919	13.5	19,199	29.0	13,437	20.3	3,247	4.9
Secondary	18,425	27.9	1,178	1,857	2.8	3,188	4.8	7,135	10.8	5,295	8.0	950	1.4
5. Brings classes to media center for training in its use:													
Total	51,718	100.0	7,676	5,501	10.6	8,389	16.2	17,229	33.3	17,588	34.0	3,011	5.8
Elementary	35,971	69.6	4,435	3,391	6.5	5,966	11.5	10,862	21.0	13,282	25.7	2,470	4.8
Secondary	15,747	30.4	3,241	2,110	4.1	2,423	4.7	6,367	12.3	4,306	8.3	541	1.0
6. Borrows materials for classroom work:													
Total	65,308	100.0	3,743	3,516	5.4	9,897	15.2	24,120	36.9	24,307	37.2	3,468	5.3
Elementary	47,422	72.6	2,352	2,485	3.8	7,046	10.8	17,502	26.8	17,541	26.9	2,848	4.4
Secondary	17,886	27.4	1,391	1,031	1.6	2,851	4.4	6,618	10.1	6,766	10.3	620	.9
7. Requests participation of media specialists in team teaching or other instructional activities:													
Total	39,840	100.0	23,092	4,635	11.6	9,430	23.6	16,181	40.6	7,600	19.1	1,994	5.0
Elementary	28,884	72.5	16,318	2,972	7.5	6,830	17.1	12,191	30.6	5,254	13.2	1,637	4.1
Secondary	10,956	27.5	6,774	1,663	4.1	2,600	6.5	3,990	10.0	2,346	5.9	357	.9

APPENDIX

SURVEY INSTRUMENTS

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

ESEA, TITLE II SURVEY

SCHOOL DISTRICT QUESTIONNAIRE

BUDGET BUREAU NO. 51-S68016
APPROVAL EXPIRES: 6/30/69

IMPORTANT: Please review the definitions **BEFORE** completing this questionnaire and refer to them as you provide your answers.

1. CHECK **LOWEST** AND **HIGHEST** GRADE INCLUDED IN YOUR SCHOOL DISTRICT

01	PRE-K	K	1	2	3	4	5	6	7	8	9	10	11	12

2. REFER TO ATTACHED DEFINITIONS BEFORE ANSWERING THIS ITEM. IF YOU DO NOT HAVE THE INFORMATION REQUESTED, PLEASE ESTIMATE. WHEN ELEMENTARY AND SECONDARY GRADES ARE HOUSED IN ONE SCHOOL PLANT, COUNT THEM AS TWO SCHOOLS. IF YOUR SCHOOL DISTRICT WAS NOT IN EXISTENCE DURING ANY ONE OF THE YEARS INDICATED, ENTER "NA" *(Not Applicable)* IN THE APPROPRIATE BLOCKS.

COLUMN b. Enter the total number of **SCHOOLS** in your district for each year and for each level of school itemized in Column a.

COLUMNS c, d, and e. Enter the total number of instructional personnel in your district on October 1 of each year, and for each level of school itemized in Column a.

COLUMN f. Enter the total number of **CHILDREN** in your district on October 1 of each year in each level of school itemized in Column a.

COLUMN g. Enter the number of schools whose children and instructional personnel participated in **ESEA**, Title II during each year and for each level of school itemized in Column a.

COLUMNS h, i, and j. Enter the number of instructional personnel assigned to the schools entered in Column g.

COLUMN k. Enter the number of children enrolled in the schools entered in Column g on October 1 for each level and year itemized in Column a.

SCHOOL YEAR AND LEVEL OF SCHOOL	NUMBER OF SCHOOLS IN YOUR DISTRICT *(Public)*	INSTRUCTIONAL PERSONNEL IN YOUR DISTRICT *(October 1)*			NUMBER OF CHILDREN IN YOUR DISTRICT *(October 1 enrollment)*	NUMBER OF SCHOOLS ENROLLING PARTICIPATING CHILDREN AND/OR INSTRUCTIONAL PERSONNEL	INSTRUCTIONAL PERSONNEL PARTICIPATING			NUMBER OF CHILDREN PARTICIPATING *(October 1 enrollment)*
		NO. OF FULL-TIME	PART-TIME				NO. OF FULL-TIME	PART-TIME		
			NO.	FTE*				NO.	FTE*	
a	b	c	d	e	f	g	h	i	j	k
1964-65										
(1). ELEMENTARY										
02 (2). SECONDARY										
03 (3). *TOTAL*										
1965-66										
04 (4). ELEMENTARY										
05 (5). SECONDARY										
06 (6). *TOTAL*										
1966-67										
07 (7). ELEMENTARY										
08 (8). SECONDARY										
09 (9). *TOTAL*										
1967-68										
10 (10). ELEMENTARY										
11 (11). SECONDARY										
12 (12). *TOTAL*										

**FTE - Full-Time Equivalent (Rep* [illegible] *decimal fraction of* [illegible]

OE FORM 4450, 10/68

3. IF YOU HAVE **PUBLIC** SCHOOLS IN YOUR DISTRICT WHOSE TEACHERS AND CHILDREN **DID NOT** PARTICIPATE IN THE ESEA, TITLE II PROGRAM IN ANY OF THE YEARS INDICATED BELOW, SUPPLY THE **NUMBERS** OF THOSE SCHOOLS OPPOSITE THE REASONS GIVEN BELOW FOR **NONPARTICIPATION.** FOR **EACH** SCHOOL, CONSIDER ONLY THE **MAJOR** REASON FOR NONPARTICIPATION. *(Report each school only once.)* WHEN ELEMENTARY AND SECONDARY GRADES ARE HOUSED IN ONE SCHOOL PLANT, COUNT THEM AS TWO SCHOOLS.

	MAJOR REASONS FOR NONPARTICIPATION OF SCHOOLS' CHILDREN AND TEACHERS a	1965-66 b	1966-67 c	1967-68 d
13 →	(1). EXCLUDED BY STATE PLAN PROVISION			
	(2). EXCLUDED BY DISTRICT ON THE BASIS OF RELATIVE NEED			
	(3). CHOSE NOT TO PARTICIPATE			
PUBLIC ELEMENTARY	(4). FAILED TO SUBMIT REQUIRED DOCUMENTATION			
	(5). RECEIVED FUNDS FROM OTHER FEDERAL SOURCES			
14 →	(6). OTHER *(Specify)*			
	(7). TOTAL **			
	(8). EXCLUDED BY STATE PLAN PROVISION			
	(9). EXCLUDED BY DISTRICT ON THE BASIS OF RELATIVE NEED			
PUBLIC SECONDARY	(10). CHOSE NOT TO PARTICIPATE			
15 →	(11). FAILED TO SUBMIT REQUIRED DOCUMENTATION			
	(12). RECEIVED FUNDS FROM OTHER FEDERAL SOURCES			
	(13). OTHER *(Specify)*			
	(14). TOTAL **			

***These totals, when added to the total number of schools participating (Item 2, Column g) should equal the total number of schools in your district (Item 2, Column b) excluding the 1964-65 total.*

4A. BUDGETARY INFORMATION - REFER TO THE ATTACHED DEFINITIONS BEFORE COMPLETING THIS ITEM. IF YOUR SCHOOL DISTRICT WAS NOT IN EXISTENCE DURING ANY OF THE YEARS INDICATED, ENTER "NA" *(Not Applicable)* IN THE APPROPRIATE BLOCKS. *NOTE: ANNUAL EXPENDITURES FOR INSTRUCTIONAL MATERIALS ARE INCLUDED IN CURRENT EXPENDITURES.*

COLUMN b. For each year, enter the current expenditures from all sources *(Local, State, and Federal sources)* for all public schools in your district.

COLUMN c. For each year, enter the total annual expenditures for instructional materials for all public schools in your district.

COLUMNS d, and e. For each year, enter the annual expenditures for textbooks, for school library resources, and other instructional materials from State and local sources and from funds provided under Public Law 81-874 for all the public schools in your district.

COLUMNS f, g, and h. For each year, enter the annual expenditures from **ESEA**, Title II for school library resources, textbooks, and other instructional materials for children and teachers in all public schools in your district.

COLUMNS i and j. For each year, enter the annual expenditures for instructional materials from all other Federal sources *(Except ESEA, Title II, and Public Law 81-874)* for all public schools in your district.

(ROUND TO NEAREST DOLLAR)

SCHOOL YEAR AND LEVEL OF SCHOOL	CURRENT EXPENDITURES FROM ALL SOURCES FOR PUBLIC SCHOOLS	SCHOOL DISTRICT ANNUAL EXPENDITURES FOR INSTRUCTIONAL MATERIALS							
		TOTAL *(Columns d thru j)*	FROM STATE AND LOCAL TAX SOURCES AND PUBLIC LAW 81-874 FOR PUBLIC SCHOOLS		FROM ESEA, TITLE II			FROM ALL OTHER FEDERAL SOURCES FOR PUBLIC SCHOOLS *(Except ESEA II and Public Law 81-874)*	
			TEXTBOOKS	SCHOOL LIBRARY RESOURCES AND OTHER INSTRUCTIONAL MATERIALS	SCHOOL LIBRARY RESOURCES	TEXTBOOKS	OTHER INSTRUCTIONAL MATERIALS	TEXTBOOKS	SCHOOL LIBRARY RESOURCES AND OTHER INSTRUCTIONAL MATERIALS
a	b	c	d	e	f	g	h	i	j
1964-65	$	$	$	$				$	$
16 (1). ELEM.									
17 (2). SECONDARY									
1965-66					$	$	$		
18 (3). ELEM.									
19 (4). SECONDARY									
1966-67									
20 (5). ELEM.									
21 (6). SECONDARY									
1967-68									
22 (7). ELEM.									
23 (8). SECONDARY									
24 (9). *TOTAL (1964-68)*									

4. WHAT WAS THE SOURCE OF EXPENDITURE DATA REPORTED FOR YOUR DISTRICT IN ITEM 4A? *(Check ONE source for each item of expenditure for EACH year.)* IF YOU CHECK SOURCE #3, SPECIFY IN COLUMN F.

SOURCE #1 - DATA REPORTED WERE PRORATIONS OF DISTRICT WIDE PER PUPIL EXPENDITURE, BY LEVEL. *(District average per pupil expenditure times enrollment by school level, elementary or secondary.)*

SOURCE #2 - DATA REPORTED WERE ACTUAL RECORDED EXPENDITURES BY SCHOOL LEVEL *(Records of expenditures had been kept by school level.)*

SOURCE #3 - OTHER

EXPENDITURES CATEGORY FROM ITEM 4A a	YEAR b	#1 c	#2 d	#3 e	OTHER SOURCE OF DATA REPORTED *(Specify)* f	NO DATA REPORTED g
25 →	1964-65					
(1). CURRENT EXPENDITURES FROM ALL SOURCES *(Item 4A, Column b)*	1965-66					
	1966-67					
	1967-68					
(2). ANNUAL EXPENDITURES FOR INSTRUCTIONAL MATERIALS FROM STATE AND LOCAL TAX SOURCES AND PUBLIC LAW 81-874 *(Item 4A, Cols. d and e)*	1964-65					
	1965-66					
	1966-67					
	1967-68					
(3). ANNUAL EXPENDITURES FOR INSTRUCTIONAL MATERIALS FROM ESEA TITLE II FOR TEXTBOOKS, SCHOOL LIBRARY RESOURCES AND OTHER INSTRUCTIONAL MATERIALS *(Item 4A, Cols. f, g and h)*	1965-66					
	1966-67					
	1967-68					
(4). ANNUAL EXPENDITURES FOR INSTRUCTIONAL MATERIALS FROM ALL OTHER FEDERAL SOURCES FOR PUBLIC SCHOOLS *(Except ESEA Title II and P.L. 81-874) (Item 4A, Cols. i and j)*	1964-65					
	1965-66					
	1966-67					
	1967-68					

5. FACTORS USED FOR DISTRIBUTION OF MATERIALS - In each column, rank the 3 most important factors used each year as a basis for making school library resources, textbooks, and other instructional materials acquired under ESEA, Title II available to children and teachers in public elementary and secondary schools. In each column, the most important factor should be ranked "1", the second most important factor ranked "2", and the third most important factor ranked "3". If any category of materials was not acquired at either level in any of the years, enter "NA" *(Not Applicable)* in the appropriate blocks. If fewer than 3 factors were used, rank only those used.

FACTORS USED FOR THE DISTRIBUTION OF MATERIALS	1965-66						1967-68					
	ELEMENTARY			SECONDARY			ELEMENTARY			SECONDARY		
a	SLR* b	T* c	OIM* d	SLR* e	T* f	OIM* g	SLR* h	T* i	OIM* j	SLR* k	T* l	OIM* m
(1). NEED FOR BASIC COLLECTION FOR NEW MEDIA CENTER												
(2). AVAILABILITY OF MATERIALS FROM OTHER FEDERAL PROGRAMS												
(3). ABILITY OF SCHOOLS TO MAKE MATERIALS ACCESSIBLE *(Media facilities and personnel)*												
26 (4). SPECIAL NEEDS OF PUPILS												
(5). QUANTITY OF MATERIALS AVAILABLE IN SCHOOLS												
(6). CURRICULUM NEEDS												
(7). PER-PUPIL BASIS												
(8). OTHER *(Specify)*												
OTHER *(Specify)*												

* *SLR - School Library Resources; T- Textbooks; OIM - Other Instructional Materials*

6. MEDIA PERSONNEL POSITIONS AT THE DISTRICT LEVEL IN 1964-65 AND IN 1967-68 *(Exclude media personnel assigned to work regularly in specific schools.)*

TYPE OF MEDIA PERSONNEL	POSITIONS AT DISTRICT LEVEL *(For each type of media personnel)*						POSITIONS IN COLUMNS e,f and g WHOSE ESTABLISHMENT WAS INFLUENCED BY THE ESEA, TITLE II PROGRAM IN YOUR DISTRICT		
	1964-65			1967-68					
	NO. OF FULL-TIME	PART-TIME		NO. OF FULL-TIME	PART-TIME		NO. OF FULL-TIME	PART-TIME	
		NO.	FTE*		NO.	FTE*		NO.	FTE*
a	b	c	d	e	f	g	h	i	j
27 (1). MEDIA SUPERVISOR(S)									
(2). PROFESSIONALS CONCERNED WITH CENTRALIZED PROCESSING									
28 (3). MEDIA AIDE(S)									
(4). TECHNICIAN(S)									
29 (5). **TOTAL**									

****FTE – Full-Time Equivalent (Report the decimal fraction of Full-time)***

7. IN YOUR OPINION, IS THE CURRENT NUMBER OF MEDIA STAFF AT THE DISTRICT LEVEL ADEQUATE FOR THE ADMINISTRATION OF THE ESEA, TITLE II PROGRAM IN YOUR DISTRICT? *(Check "YES" or "NO" for each item.)*

(1). PROFESSIONALS *(Media supervisors and professionals concerned with centralized processing)*

☐ YES ☐ NO *(If "NO", give number of additional personnel needed here)* →

(2). MEDIA AIDES AND TECHNICIANS

☐ YES ☐ NO *(If "NO", give number of additional personnel needed here)* →

8. IN YOUR OPINION, WHAT EXPENDITURES FOR THE FOLLOWING INSTRUCTIONAL MATERIALS WOULD HAVE MET THE 1967-68 NEEDS OF THE PUBLIC SCHOOL CHILDREN, AND TEACHERS IN YOUR DISTRICT? *(Round to the nearest dollar)*

(1). SCHOOL LIBRARY RESOURCES	(2). TEXTBOOKS	(3). OTHER INSTRUCTIONAL MATERIALS
$	$	$

9. CHECK ANY OF THE FOLLOWING SCHOOL DISTRICT SERVICES FOR MEDIA PROGRAMS WHICH WERE INITIATED OR GREATLY EXPANDED IN YOUR DISTRICT DURING ANY OF THE YEARS INDICATED. FOR EACH ITEM CHECKED IN COLUMNS b, c, and d, WHAT WAS THE INFLUENCE OF ESEA, TITLE II ON THE EXPANSION OR INITIATION OF THIS SERVICE?

SCHOOL DISTRICT SERVICES FOR MEDIA PROGRAMS	1965-66	1966-67	1967-68	INFLUENCE OF ESEA, TITLE II				
				NONE	SLIGHT	MODER-ATE	SUBSTAN-TIAL	DON'T KNOW
a	b	c	d	e	f	g	h	i
30 (1). CONSULTANT SERVICES BY MEDIA SPECIALISTS								
(2). CENTRALIZED ORDERING OF INSTRUCTIONAL MATERIALS								
(3). PREPROCESSING AND CATALOGING OF INSTRUCTIONAL MATERIALS								
(4). CIRCULATION OF INSTRUCTIONAL MATERIALS AMONG SCHOOLS OR INDIVIDUALS FROM A DISTRICT MEDIA CENTER								
(5). MAINTENANCE OF CURRICULUM LABORATORY OR MEDIA CENTER FOR PROFESSIONAL PERSONNEL								

10A. ARE LISTS OR CATALOGS OF MATERIALS ACQUIRED UNDER ESEA, TITLE II AVAILABLE AT THE DISTRICT LEVEL?

☐ YES ☐ NO

10B. ARE LISTS OR CATALOGS OF MATERIALS ACQUIRED UNDER ESEA, TITLE II DISTRIBUTED TO SCHOOLS IN YOUR DISTRICT? ☐ YES ☐ NO

10C. IF YOU ANSWERED "YES" IN ITEM 10B, CHECK ANY OF THE FOLLOWING WHICH ARE INCLUDED IN THE LISTS OR CATALOGS

(1). ☐ SCHOOL LIBRARY RESOURCES (2). ☐ TEXTBOOKS (3). ☐ OTHER INSTRUCTIONAL MATERIALS

11. FROM WHICH OF THE FOLLOWING LOCATIONS WERE MATERIALS PURCHASED WITH ESEA, TITLE II FUNDS MADE AVAILABLE TO CHILDREN AND TEACHERS IN YOUR DISTRICT IN 1967-68? *(Check all that apply.)*

31		(1). CLASSROOM COLLECTIONS
		(2). SCHOOL MEDIA CENTER
		(3). DISTRICT MEDIA CENTER
		(4). REGIONAL MEDIA CENTER *(Multi-district)*
		(5). STATE MEDIA CENTER
		(6). OTHER *(Specify)*

12. CHECK ALL OF THE FOLLOWING PRACTICES THAT WERE USED IN 1967-68 IN SELECTING MATERIALS TO BE PURCHASED UNDER ESEA, TITLE II, FOR USE IN PUBLIC SCHOOLS IN YOUR DISTRICT. IF ANY CATEGORY OF MATERIALS WAS NOT PROVIDED, MARK "NA" *(Not Applicable)* IN THE APPROPRIATE BLOCKS

PRACTICES a	MATERIALS		
	SCHOOL LIBRARY RESOURCES b	TEXT-BOOKS c	OTHER INSTRUCTIONAL MATERIALS d
(1). SELECTION FROM APPROVED STATE OR DISTRICT LISTS ONLY			
(2). SELECTION FROM STANDARD SELECTION TOOLS AND/OR REVIEWING MEDIA			
(3). USE OF PROFESSIONAL BIBLIOGRAPHIES OF MATERIALS			
(4). REVIEW OF MATERIALS BEFORE ORDERING			
(5). SELECTION BY TEACHERS AND OTHER INSTRUCTIONAL PERSONNEL			

13. IN COLUMN b, ESTIMATE THE NUMBER OF INSTRUCTIONAL MATERIALS IN YOUR DISTRICT IN EACH CATEGORY AS OF JUNE 30, 1965. IN COLUMN c, ESTIMATE THE NUMBER OF MATERIALS IN YOUR DISTRICT AS OF JUNE 30, 1968 FROM ALL SOURCES OF FUNDS EXCEPT ESEA, TITLE II. IN COLUMN d, REPORT THE NUMBER OF MATERIALS IN THE DISTRICT, AS OF JUNE 30, 1968, WHICH HAD BEEN ACQUIRED UNDER ESEA, TITLE II BETWEEN JULY 1, 1965 AND JUNE 30, 1968. IF MATERIALS IN ANY OF THE THREE CATEGORIES HAVE NOT BEEN ACQUIRED UNDER ESEA, TITLE II, MARK "NA" *(Not Applicable)* IN THE APPROPRIATE BLOCK.

	CATEGORIES OF MATERIALS a	TOTAL NUMBER OF		
		INSTRUCTIONAL MATERIALS IN DISTRICT ON JUNE 30, 1965 b	INSTRUCTIONAL MATERIALS IN DISTRICT AS OF JUNE 30, 1968 EXCLUDING THOSE ACQUIRED UNDER ESEA, TITLE II c	INSTRUCTIONAL MATERIALS IN DISTRICT ON JUNE 30, 1968 WHICH HAD BEEN ACQUIRED UNDER ESEA, TITLE II BETWEEN JULY 1, 1965 AND JUNE 30, 1968 d
32 (1)	**TOTAL SCHOOL LIBRARY RESOURCES** *(See definitions)*			
(2)	BOOKS *(Number of volumes)*	▨	▨	
(3)	PERIODICALS AND NEWSPAPERS*	▨	▨	
(4)	AUDIO-VISUAL MATERIALS**	▨	▨	
(5)	**TOTAL TEXTBOOKS** *(Number of volumes) (See definitions)*			
33 (6)	**TOTAL OTHER INSTRUCTIONAL MATERIALS** *(See definitions)*			
(7)	BOOKS *(Number of volumes)*	▨	▨	
(8)	PERIODICALS AND NEWSPAPERS*	▨	▨	
(9)	AUDIO-VISUAL MATERIALS**	▨	▨	

*Report the number of periodical and newspaper subscriptions.

**Count films, filmstrips, tape recordings, disk recordings, slides, transparencies, and other audio-visual materials by physical item - reel, disk, or frame.

14. ESTIMATE THE PROPORTION OF THE PUPILS IN YOUR DISTRICT WHO ARE MEMBERS OF THE FOLLOWING MINORITY GROUPS *(Enter "None", if there are none)*

	PERCENT	SPANISH-SURNAMED AMERICAN OF:	PERCENT	SPANISH-SURNAMED AMERICAN OF:	PERCENT
34 (1). AMERICAN INDIAN	%	(4). CUBAN DESCENT	%	(7). SPANISH DESCENT	%
(2). NEGRO	%	(5). MEXICAN DESCENT	%	(8). LATIN AMERICAN DESCENT	%
(3). ORIENTAL	%	(6). PUERTO RICAN DESCENT	%		

15. ESTIMATE THE PROPORTION OF PUPILS ATTENDING SCHOOL IN THIS DISTRICT WHO BELONG TO THE FOLLOWING GROUPS. THE PERCENTAGES YOU PROVIDE SHOULD TOTAL 100%	PERCENT
(1). CHILDREN OF PROFESSIONAL, TECHNICAL, AND MANAGERIAL WHITE COLLAR WORKERS	%
(2). CHILDREN OF OTHER WHITE COLLAR WORKERS SUCH AS CLERICAL AND SALES WORKERS	%
(3). CHILDREN OF LABORERS, SERVICE WORKERS, AND SKILLED, SEMI-SKILLED, AND UNSKILLED BLUE COLLAR WORKERS *(Except agricultural workers)*	%
(4). CHILDREN OF RURAL AGRICULTURAL WORKERS *(Except migrant workers)*	%
(5). CHILDREN OF MIGRANT FARM WORKERS	%
(6). CHILDREN OF WELFARE RECIPIENTS OR THE CHRONICALLY UNEMPLOYED	%
(7). **TOTAL**	**100%**

NOTE: The following item refers to data provided in the **PUBLIC SCHOOL SUPPLEMENT** *for individual schools in this survey.*

16. WHAT WAS THE SOURCE OF EXPENDITURE DATA REPORTED FOR INDIVIDUAL SCHOOLS IN THE SCHOOL SUPPLEMENT ITEM 2? *(Check one source for each item of expenditure for each year.)* IF YOU CHECK SOURCE #3, SPECIFY IN COLUMN f.

SOURCE #1 - Data reported were prorations by school of district-wide per pupil expenditures *(District average per pupil expenditure times school enrollment)*

SOURCE #2 -- Data reported were actual recorded expenditures by school. *(Records of expenditures had been kept for each school)*

SOURCE #3 -- Other

EXPENDITURES CATEGORY *(From Public School Supplement, Item 2a)* a	YEAR b	#1 c	#2 d	#3 e	OTHER SOURCE OF DATA REPORTED *(Specify)* f	NO DATA REPORTED g
(1). CURRENT EXPENDITURES FROM ALL SOURCES	1964-65					
	1965-66					
	1966-67					
	1967-68					
(2). ANNUAL EXPENDITURES FOR INSTRUCTIONAL MATERIALS FROM STATE AND LOCAL TAX SOURCES AND PUBLIC LAW 81-874	1964-65					
	1965-66					
	1966-67					
	1967-68					
(3). ANNUAL EXPENDITURES FOR INSTRUCTIONAL MATERIALS FROM ESEA, TITLE II; FOR TEXTBOOKS, SCHOOL LIBRARY RESOURCES AND OTHER INSTRUCTIONAL MATERIALS	1965-66					
	1966-67					
	1967-68					
(4). ANNUAL EXPENDITURES FOR INSTRUCTIONAL MATERIALS FROM ALL OTHER FEDERAL SOURCES FOR PUBLIC SCHOOLS *(Except ESEA, Title II and Public Law 81-874)*	1964-65					
	1965-66					
	1966-67					
	1967-68					

SIGNATURE OF RESPONDENT	TELEPHONE *(Respondent)* AREA CODE	TELEPHONE *(Respondent)* NUMBER	DATE

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

ESEA, TITLE II SURVEY
SCHOOL DISTRICT QUESTIONNAIRE - PUBLIC SCHOOL SUPPLEMENT

BUDGET BUREAU NO. 51-668016
APPROVAL EXPIRES 6/30/69

Data on this questionnaire are to be supplied for the school indicated on the label at the left.

1. FOR EACH YEAR, 1964-65 1965-66, 1966-67, and 1967-68, ENTER THE NUMBER OF INSTRUCTIONAL PERSONNEL ASSIGNED TO THE SCHOOL AND THE NUMBER OF CHILDREN ENROLLED IN THE SCHOOL. PROVIDE THE **FALL ENROLLMENT** ON **OCTOBER 1** OF EACH YEAR INDICATED.

SCHOOL YEAR	TOTAL NUMBER OF INSTRUCTIONAL PERSONNEL			NUMBER OF CHILDREN *(October 1 enrollment)*
	FULL-TIME	PART-TIME		
		NUMBER	FULL-TIME EQUIVALENT	
a	b	c	d	e
(1). 1964-65				
(2). 1965-66				
(3). 1966-67				
(4). 1967-68				

2. THE FOLLOWING INSTRUCTIONS ARE TO BE FOLLOWED WHEN COMPLETING THE ITEM BELOW FOR EACH SCHOOL IN YOUR DISTRICT THAT IS IN THIS SURVEY SAMPLE. REFER TO THE ATTACHED DEFINITIONS BEFORE COMPLETING THE ITEM. IF A SCHOOL IN THE SAMPLE WAS NOT IN EXISTENCE DURING ANY OF THE YEARS INDICATED, ENTER "NA" *(Not Applicable)* IN THE APPROPRIATE BLOCKS. PLEASE PROVIDE **ACTUAL EXPENDITURES** FOR EACH SCHOOL IN THE SAMPLE. IF THESE DATA ARE NOT AVAILABLE, ESTIMATE
NOTE. CURRENT EXPENDITURES INCLUDE EXPENDITURES FOR INSTRUCTIONAL MATERIALS.

COLUMN b. For each year, enter the current expenditures from all sources for this school.

COLUMN c. For each year, enter the total annual expenditures for instructional materials for this school *(Total of Columns d through j).*

COLUMN d. For each year, enter the annual expenditures for textbooks from State and local sources and from funds provided under Public Law 81-874 for this school.

COLUMN e. For each year, enter the annual expenditures for school library resources and other instructional materials from State and local sources and from funds provided under Public Law 81-874 for this school.

COLUMNS f through h. For each year enter the annual expenditure from **ESEA**, Title II for textbooks *(Column f)* school library resources *(Column g)* and other instructional materials *(Column h).*

COLUMN i. For each year, enter the annual expenditures for textbooks from all other Federal sources *(Except ESEA Title II and Public Law 81-874).*

COLUMN j. For each year, enter the annual expenditures for school library resources and other instructional materials from all other Federal sources *(Except ESEA Title II and Public Law 81-874).*

YEAR	CURRENT EXPENDITURES FROM ALL SOURCES	ANNUAL EXPENDITURES FOR INSTRUCTIONAL MATERIALS							
		TOTAL (From all sources, Columns d-j)	FROM STATE AND LOCAL TAX SOURCES AND PUBLIC LAW 81-874		FROM ESEA, TITLE II			FROM ALL OTHER FEDERAL SOURCES *(Except ESEA Title II and Public Law 81-874)*	
			TEXTBOOKS	SCHOOL LIBRARY RESOURCES AND OTHER INSTRUCTIONAL MATERIALS	TEXTBOOKS	SCHOOL LIBRARY RESOURCES	OTHER INSTRUCTIONAL MATERIALS	TEXTBOOKS	SCHOOL LIBRARY RESOURCES AND OTHER INSTRUCTIONAL MATERIALS
a	b	c	d	e	f	g	h	i	j
(1). 1964-65									
(2). 1965-66									
(3). 1966-67									
(4). 1967-68									

OE FORM 4450-1, 10/68

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

BUDGET BUREAU NO. 51-S68016
APPROVAL EXPIRES: 6/30/69

ESEA, TITLE II SURVEY
SCHOOL DISTRICT QUESTIONNAIRE - PRIVATE SCHOOL SUPPLEMENT

This questionnaire is to be completed by the agency responsible for administering the ESEA, Title II program to children and teachers in private schools.

1. CHECK THE AGENCY RESPONSIBLE FOR ADMINISTERING THE ESEA, TITLE II PROGRAM FOR CHILDREN AND TEACHERS IN PRIVATE SCHOOLS IN YOUR DISTRICT

01
- ☐ (1). STATE EDUCATION AGENCY
- ☐ (2). PUBLIC SCHOOL DISTRICT
- ☐ (3). OTHER *(Specify)*
- ☐ (4). DON'T KNOW*

* *If you answered "don't know", please return this questionnaire with the others from your district.*

2. FROM WHICH OF THE FOLLOWING LOCATIONS ARE MATERIALS PURCHASED WITH ESEA, TITLE II FUNDS MADE AVAILABLE TO CHILDREN AND TEACHERS IN **PRIVATE** SCHOOLS? *(Check all that apply.)*

- ☐ (1) PUBLIC SCHOOL MEDIA CENTERS
- ☐ (2) PRIVATE SCHOOL MEDIA CENTERS
- ☐ (3) DISTRICT MEDIA CENTER
- ☐ (4) REGIONAL MEDIA CENTER *(Multi-district)*
- ☐ (5). STATE MEDIA CENTER
- ☐ (6). PRIVATE SCHOOL CLASSROOMS
- ☐ (7). OTHER *(Specify)*

3. PLEASE SUPPLY THE FOLLOWING INFORMATION FOR ALL **PRIVATE** SCHOOLS IN YOUR DISTRICT AND FOR THOSE WHOSE TEACHERS AND CHILDREN PARTICIPATE IN THE PROGRAM. ESTIMATE IF NECESSARY.

COLUMN b. Enter the total number of **private** schools in your district on **October 1** each year, and for each level of school itemized in Column a.
COLUMN c. Enter the total number of instructional personnel in **private** schools in your district on **October 1 each year** and for each level of school itemized in Column a.
COLUMN d. Enter the total number of children **enrolled** in **private** schools in your district on **October 1 for each year and for each** level of school itemized in Column a.

COLUMN e. Enter the number of **private** schools whose children and instructional personnel participated in ESEA, Title II for each level of school itemized in Column a.
COLUMN f. Enter the number of instructional personnel employed by the **private** schools entered in Column e.
COLUMN g. Enter the number of children enrolled on **October 1** of each year indicated in the schools entered in Column e.

YEAR AND LEVEL OF SCHOOL *(Private schools)* a	TOTAL NUMBER OF					
	PRIVATE SCHOOLS IN YOUR DISTRICT b	INSTRUCTIONAL PERSONNEL IN PRIVATE SCHOOLS IN YOUR DISTRICT *(On October 1)* c	PRIVATE SCHOOL CHILDREN IN YOUR DISTRICT *(Enrollment on October 1)* d	PRIVATE SCHOOLS ENROLLING PARTICIPATING CHILDREN e	PRIVATE SCHOOL INSTRUCTIONAL PERSONNEL PARTICIPATING f	PRIVATE SCHOOL CHILDREN PARTICIPATING *(Enrollment on October 1)* g
1964-65						
(1). ELEM.						
(2). SECONDARY						
02 (3). *TOTAL (Lines 1 & 2)*						
1965-66						
(4). ELEM.						
03 (5). SECONDARY						
(6). *TOTAL (Lines 4 & 5)*						
1966-67						
04 (7). ELEM.						
(8). SECONDARY						
05 (9). *TOTAL (Lines 7 & 8)*						
1967-68						
(10). ELEM.						
06 (11). SECONDARY						
(12). *TOTAL (Lines 10 & 11)*						

OE FORM 4450-2, 10/68

4. IF YOU HAVE **PRIVATE** SCHOOLS IN YOUR DISTRICT WHOSE TEACHERS AND CHILDREN **DID NOT** PARTICIPATE IN THE ESEA, TITLE II PROGRAM DURING 1967-68, SUPPLY THE **NUMBER** OF THOSE **PRIVATE** SCHOOLS OPPOSITE THE REASONS GIVEN FOR NONPARTICIPATION. FOR EACH SCHOOL, CONSIDER ONLY THE MAJOR REASON FOR NONPARTICIPATION. *(Report each school only once.)*

MAJOR REASONS FOR NONPARTICIPATION OF SCHOOLS' CHILDREN AND TEACHERS	NUMBER OF PRIVATE SCHOOLS
(1). NOT IN COMPLIANCE WITH TITLE VI OF THE CIVIL RIGHTS ACT OF 1964	
(2). EXCLUDED BY STATE PLAN PROVISION	
(3). EXCLUDED BY DISTRICT ON THE BASIS OF RELATIVE NEED	
(4). CHOSE NOT TO PARTICIPATE	
(5). FAILED TO SUBMIT REQUIRED DOCUMENTATION	
(6). UNABLE TO DETERMINE REASON	
(7). OTHER *(Specify)*	
(8). *TOTAL (When added to the 1967-68 total for private schools given in Item 3, Line 12, Column e, should equal the total number of private schools in your district in 1967-68 as given in Item 3, Line 12, Column b.)*	

5. WHAT WERE THE ANNUAL EXPENDITURES OF ESEA, **TITLE II FUNDS** FOR INSTRUCTIONAL MATERIALS, SPECIFICALLY FOR THE USE OF TEACHERS AND CHILDREN IN **PRIVATE** SCHOOLS IN EACH OF THE YEARS SPECIFIED? *(ROUND TO NEAREST DOLLAR)*

ESEA, TITLE II EXPENDITURES		
(1). 1965-66 $	(2). 1966-67 $	(3). 1967-68 $

6. GIVE THE NUMBER OF **PRIVATE** SCHOOLS IN THE DISTRICT WHOSE CHILDREN AND TEACHERS PARTICIPATED IN THE ESEA, TITLE II PROGRAM **AND** WHICH HAD **PRIVATE SCHOOL FUNDS** FOR INSTRUCTIONAL MATERIALS DURING THE YEARS SPECIFIED *(Estimate if necessary.)*

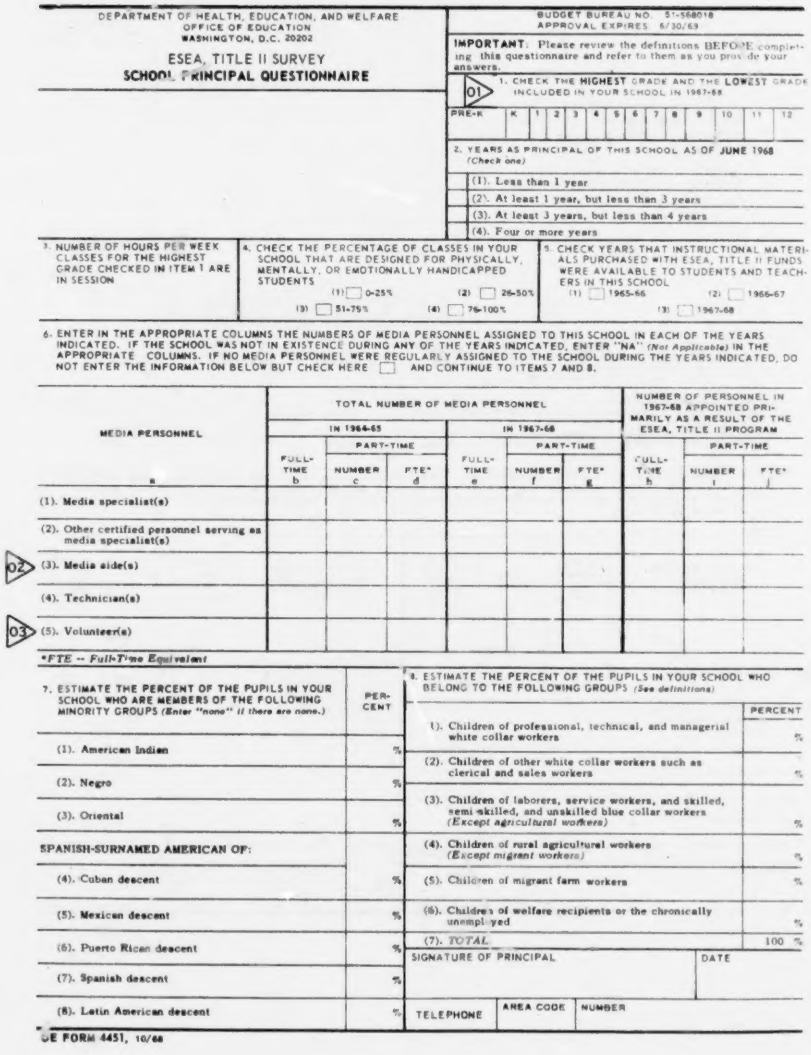
NUMBER OF SCHOOLS RECEIVING PRIVATE FUNDS FOR INSTRUCTIONAL MATERIALS		
(1). 1965-66	(2). 1966-67	(3). 1967-68

7. IN THE ITEM BELOW, RANK THE **THREE** MOST IMPORTANT FACTORS USED IN 1967-68 FOR MAKING MATERIALS ACQUIRED UNDER ESEA, TITLE II AVAILABLE TO CHILDREN AND TEACHERS IN **PRIVATE** SCHOOLS. THE MOST IMPORTANT FACTOR SHOULD BE RANKED "1", THE SECOND "2", AND THE THIRD "3". GIVE SEPARATE RANKINGS FOR SCHOOL LIBRARY RESOURCES, TEXTBOOKS, AND OTHER INSTRUCTIONAL MATERIALS.

FACTORS USED FOR THE DISTRIBUTION OF MATERIALS	SCHOOL LIBRARY RESOURCES	TEXTBOOKS	OTHER INSTRUCTIONAL MATERIALS	FACTORS USED FOR THE DISTRIBUTION OF MATERIALS	SCHOOL LIBRARY RESOURCES	TEXTBOOKS	OTHER INSTRUCTIONAL MATERIALS
a	b	c	d	a	b	c	d
(1). PER-PUPIL BASIS				(5). ABILITY OF SCHOOL TO MAKE MATERIALS ACCESSIBLE *(Media facilities and personnel)*			
(2). AMOUNT OF MATERIALS NOW AVAILABLE IN SCHOOL				(6). OTHER *(Specify)*			
(3). SPECIAL NEEDS OF PUPILS							
(4). CURRICULUM NEEDS							

RESPONDENT

SIGNATURE	TELEPHONE AREA CODE	NUMBER	DATE



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

ESEA, TITLE II SURVEY
SCHOOL PRINCIPAL QUESTIONNAIRE

BUDGET BUREAU NO. 51-S68018
APPROVAL EXPIRES 6/30/69

IMPORTANT: Please review the definitions BEFORE completing this questionnaire and refer to them as you provide your answers.

01 1. CHECK THE **HIGHEST** GRADE AND THE **LOWEST** GRADE INCLUDED IN YOUR SCHOOL IN 1967-68

PRE-K	K	1	2	3	4	5	6	7	8	9	10	11	12

2. YEARS AS PRINCIPAL OF THIS SCHOOL AS OF **JUNE 1968** *(Check one)*

☐ (1). Less than 1 year
☐ (2). At least 1 year, but less than 3 years
☐ (3). At least 3 years, but less than 4 years
☐ (4). Four or more years

3. NUMBER OF HOURS PER WEEK CLASSES FOR THE HIGHEST GRADE CHECKED IN ITEM 1 ARE IN SESSION

4. CHECK THE PERCENTAGE OF CLASSES IN YOUR SCHOOL THAT ARE DESIGNED FOR PHYSICALLY, MENTALLY, OR EMOTIONALLY HANDICAPPED STUDENTS

(1) ☐ 0-25% (2) ☐ 26-50%
(3) ☐ 51-75% (4) ☐ 76-100%

5. CHECK YEARS THAT INSTRUCTIONAL MATERIALS PURCHASED WITH ESEA, TITLE II FUNDS WERE AVAILABLE TO STUDENTS AND TEACHERS IN THIS SCHOOL

(1) ☐ 1965-66 (2) ☐ 1966-67
(3) ☐ 1967-68

6. ENTER IN THE APPROPRIATE COLUMNS THE NUMBERS OF MEDIA PERSONNEL ASSIGNED TO THIS SCHOOL IN EACH OF THE YEARS INDICATED. IF THE SCHOOL WAS NOT IN EXISTENCE DURING ANY OF THE YEARS INDICATED, ENTER "NA" *(Not Applicable)* IN THE APPROPRIATE COLUMNS. IF NO MEDIA PERSONNEL WERE REGULARLY ASSIGNED TO THE SCHOOL DURING THE YEARS INDICATED, DO NOT ENTER THE INFORMATION BELOW BUT CHECK HERE ☐ AND CONTINUE TO ITEMS 7 AND 8.

MEDIA PERSONNEL	TOTAL NUMBER OF MEDIA PERSONNEL						NUMBER OF PERSONNEL IN 1967-68 APPOINTED PRIMARILY AS A RESULT OF THE ESEA, TITLE II PROGRAM		
	IN 1964-65			IN 1967-68					
		PART-TIME			PART-TIME			PART-TIME	
a	FULL-TIME b	NUMBER c	FTE* d	FULL-TIME e	NUMBER f	FTE* g	FULL-TIME h	NUMBER i	FTE* j
(1). Media specialist(s)									
(2). Other certified personnel serving as media specialist(s)									
02 (3). Media aide(s)									
(4). Technician(s)									
03 (5). Volunteer(s)									

**FTE -- Full-Time Equivalent*

7. ESTIMATE THE PERCENT OF THE PUPILS IN YOUR SCHOOL WHO ARE MEMBERS OF THE FOLLOWING MINORITY GROUPS *(Enter "none" if there are none.)*	PERCENT
(1). American Indian	%
(2). Negro	%
(3). Oriental	%
SPANISH-SURNAMED AMERICAN OF:	
(4). Cuban descent	%
(5). Mexican descent	%
(6). Puerto Rican descent	%
(7). Spanish descent	%
(8). Latin American descent	%

8. ESTIMATE THE PERCENT OF THE PUPILS IN YOUR SCHOOL WHO BELONG TO THE FOLLOWING GROUPS *(See definitions)*

	PERCENT
1). Children of professional, technical, and managerial white collar workers	%
(2). Children of other white collar workers such as clerical and sales workers	%
(3). Children of laborers, service workers, and skilled, semi-skilled, and unskilled blue collar workers *(Except agricultural workers)*	%
(4). Children of rural agricultural workers *(Except migrant workers)*	%
(5). Children of migrant farm workers	%
(6). Children of welfare recipients or the chronically unemployed	%
(7). *TOTAL*	100 %

SIGNATURE OF PRINCIPAL
DATE

TELEPHONE AREA CODE NUMBER

OE FORM 4451, 10/68

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

BUDGET BUREAU NO. 51-S68017
APPROVAL EXPIRES: 6/30/69

ESEA, TITLE II SURVEY

SCHOOL MEDIA PERSONNEL QUESTIONNAIRE

IMPORTANT: Please review the attached definitions BEFORE completing this questionnaire and refer to them as you provide your answers.
This questionnaire is to be completed by the public school media specialist or other person responsible for activities related to instructional materials. The principal should be consulted for information which the media specialist cannot provide.

TYPED OR PRINTED NAME OF MEDIA SPECIALIST *(or other person responsible for activities related to instructional materials)*

TITLE

01 1. DURING WHICH SCHOOL YEAR DID YOU START WORKING IN THIS SCHOOL? *(Check one)* (1) ☐ 1964-65 OR BEFORE (2) ☐ 1965-66 (3) ☐ 1966-67 (4) ☐ 1967-68 (5) ☐ 1968-69	2A. NUMBER OF YEARS EXPERIENCE AS A MEDIA SPECIALIST *(As of June 1968)*		2B. NUMBER OF YEARS EXPERIENCE AS A CLASSROOM TEACHER *(As of June 1968)*		3A. AVERAGE NUMBER OF HOURS PER WEEK YOU WORKED IN THIS SCHOOL DURING 1967-68 ACADEMIC YEAR
	FULL-TIME	PART-TIME	FULL-TIME	PART-TIME	HOURS

3B. INDICATE THE PERCENT OF TIME IN AN AVERAGE WEEK IN WHICH MEDIA SPECIALISTS, OR OTHER CERTIFIED PERSONNEL SERVING AS MEDIA SPECIALISTS IN YOUR SCHOOL, WERE ENGAGED IN EACH OF THE ACTIVITIES SPECIFIED BELOW DURING THE 1967-68 ACADEMIC YEAR.

TYPE OF ACTIVITY	PERCENT OF TIME SPENT
(1). WORKING WITH TEACHERS ON TASKS SUCH AS CURRICULUM DEVELOPMENT, CONSULTATION ON THE USE OF MATERIALS IN UNITS OF STUDY, OR COOPERATIVE SELECTION OF MATERIALS	%
(2). WORKING WITH PUPILS ON TASKS SUCH AS INDIVIDUAL, GROUP, OR CLASS INSTRUCTION, OR PROVIDING ASSISTANCE IN MEDIA USE	%
(3). WORKING WITH INSTRUCTIONAL MATERIALS ON TASKS SUCH AS SELECTION, ORDERING, CATALOGING OR ORGANIZATION	%
(4). WORKING ON MEDIA CENTER ADMINISTRATION TASKS SUCH AS SCHEDULING, CIRCULATION	%
(5). WORKING ON OTHER MEDIA ACTIVITIES	%
(6). PERFORMING NON-MEDIA TASKS SUCH AS OTHER TEACHING, ADMINISTRATION	%
TOTAL	100%

4. DOES THIS SCHOOL HAVE A MEDIA CENTER AS PART OF ITS FACILITIES?
☐ YES ☐ NO *(If "NO", go on to Item 6)*

5A. NUMBER OF HOURS IN A TYPICAL WEEK THE SCHOOL MEDIA CENTER WAS OPENED AT THE FOLLOWING TIMES DURING THE 1967-68 SCHOOL TERM *(Answer each item, enter "0" where appropriate)*						5B. AVERAGE NUMBER OF HOURS PER WEEK THE SCHOOL MEDIA CENTER WAS OPENED DURING THE SUMMER OF 1968 *(Enter "0" if appropriate)*
(1). BEFORE SCHOOL HOURS	(2). DURING SCHOOL HOURS	(3). AFTER SCHOOL *(Before 6 P.M.)* HOURS	(4). EVENINGS *(After 6 P.M.)* HOURS	(5). SATURDAY HOURS	(6). SUNDAY HOURS	HOURS

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6. IN COLUMN b ESTIMATE THE NUMBER OF INSTRUCTIONAL MATERIALS IN YOUR SCHOOL IN EACH CATEGORY AS OF JUNE 30, 1965, IN COLUMN c ESTIMATE THE NUMBER OF MATERIALS IN YOUR SCHOOL AS OF JUNE 30, 1968, FROM ALL SOURCES OF FUNDS **EXCEPT** ESEA, TITLE II. IN COLUMN d REPORT THE NUMBER OF MATERIALS IN THE SCHOOL, AS OF JUNE 30, 1968, WHICH HAD BEEN ACQUIRED UNDER ESEA, TITLE II BETWEEN JULY 1, 1965 AND JUNE 30, 1968. IF MATERIALS IN ANY OF THE 3 CATEGORIES HAVE NOT BEEN ACQUIRED UNDER ESEA, TITLE II, MARK "NA" *(Not Applicable)* IN THE APPROPRIATE BLOCK.

		TOTAL NUMBER OF		
	CATEGORIES OF MATERIALS a	INSTRUCTIONAL MATERIALS IN SCHOOL ON JUNE 30, 1965 b	INSTRUCTIONAL MATERIALS IN SCHOOL ON JUNE 30, 1968, EXCLUDING THOSE ACQUIRED UNDER ESEA, TITLE II c	INSTRUCTIONAL MATERIALS IN SCHOOL ON JUNE 30, 1968, WHICH HAD BEEN ACQUIRED UNDER ESEA, TITLE II BETWEEN JULY 1, 1965 AND JUNE 30, 1968 d
02 (1)	**TOTAL SCHOOL LIBRARY RESOURCES** *(See definition)*			
(2)	BOOKS *(Number of volumes)*			
(3)	PERIODICALS AND NEWSPAPERS*			
(4)	AUDIO-VISUAL MATERIALS**			
03 (5)	**TEXTBOOKS** *(Number of volumes)* *(See definition)*			
(6)	**TOTAL OTHER INSTRUCTIONAL MATERIALS** *(See definition)*			
04 (7)	BOOKS *(Number of volumes)*			
(8)	PERIODICALS AND NEWSPAPERS*			
(9)	AUDIO-VISUAL MATERIALS**			

**Report the number of periodical and newspaper subscriptions.*

***Count films, filmstrips, tape recordings, disk recordings, slides, transparencies, and other audio-visual materials by physical item - reel, disk or frame.*

7. INDICATE THE AVERAGE LENGTH OF TIME AUDIO-VISUAL AND PRINTED MATERIALS CAN BE BORROWED FROM EACH OF THE LOCATIONS LISTED *(Check one time for each material and for each location.)*

LOCATION OF MATERIALS a	TYPE OF MATERIAL b	NO CIRCULATION c	24 HOURS OR LESS d	MORE THAN 24 HOURS BUT LESS THAN 2 WEEKS e	AT LEAST 2 WEEKS BUT LESS THAN 4 WEEKS f	AT LEAST 4 WEEKS BUT LESS THAN 6 MONTHS g	6 MONTHS OR LONGER h	NOT APPLICABLE i
(1). CLASSROOMS	AUDIO-VISUAL							
	PRINTED							
(2). SCHOOL MEDIA CENTER	AUDIO-VISUAL							
	PRINTED							
(3). DISTRICT MEDIA CENTER	AUDIO-VISUAL							
	PRINTED							
(4). REGIONAL MEDIA CENTER *(Multi-district)*	AUDIO-VISUAL							
	PRINTED							
(5). STATE MEDIA CENTER	AUDIO-VISUAL							
	PRINTED							
(6). OTHER (Specify)	AUDIO-VISUAL							
	PRINTED							

8. CHECK IN COLUMNS b-e WHETHER IN JUNE 1968 YOUR SCHOOL MET THE STATE AND AMERICAN LIBRARY ASSOCIATION 1960 STANDARDS INDICATED. IF YOU CHECK "NO" IN COLUMNS c OR e, ESTIMATE IN COLUMNS f AND g THE NUMBER OF YEARS REQUIRED TO MEET THE STANDARDS IF FUNDS CONTINUE AT THE 1967-68 LEVEL.

ITEMS INCLUDED IN QUANTITATIVE STANDARDS	IN JUNE 1968 DID YOUR SCHOOL MEET THE QUANTITATIVE STATE OR A.L.A. STANDARDS?				NO. OF YEARS REQUIRED TO MEET STANDARDS IF FUNDS CONTINUE AT THE 1967-68 LEVEL	
	STATE		ALA 1960*		STATE	ALA 1960*
	YES	NO	YES	NO		
a	b	c	d	e	f	g
03 (1). LIBRARY BOOKS						
(2). PERIODICALS						
(3). AUDIO-VISUAL MATERIALS						
(4). ANNUAL PER PUPIL EXPENDITURE FROM ALL SOURCES OF FUNDS FOR LIBRARY BOOKS AND AUDIO-VISUAL MATERIALS						

**American Library Association. STANDARDS FOR SCHOOL LIBRARY PROGRAMS. Chicago, Illinois: the Association, 1960. 132p.*

10. WERE ANY OF THE FOLLOWING MEDIA SERVICES PROVIDED TO YOUR SCHOOL BY THE DISTRICT DURING THE 1967-68 SCHOOL YEAR? *(Check "yes" or "no" for each item.)*

MEDIA SERVICES a	YES b	NO c
(1). CONSULTANT SERVICES BY MEDIA SPECIALIST(S)		
(2). CENTRALIZED ORDERING OF INSTRUCTIONAL MATERIALS		
(3). PREPROCESSING AND CATALOGING OF INSTRUCTIONAL MATERIALS		
(4). CIRCULATION OF INSTRUCTIONAL MATERIALS AMONG SCHOOLS OR INDIVIDUALS FROM A DISTRICT MEDIA CENTER		
(5). CURRICULUM LABORATORY OR MEDIA CENTER FOR PROFESSIONAL SCHOOL PERSONNEL		
(6). OTHER *(Specify)*		

9. FROM WHICH OF THE FOLLOWING LOCATIONS COULD SCHOOL LIBRARY RESOURCES AND OTHER INSTRUCTIONAL MATERIALS PURCHASED WITH ESEA, TITLE II FUNDS BE BORROWED BY CHILDREN AND TEACHERS IN YOUR SCHOOL DURING 1967-68? *(Check all that apply)*

LOCATION OF MATERIALS a	CHILDREN b	TEACHERS
(1). CLASSROOM COLLECTIONS		
(2). SCHOOL MEDIA CENTER *(In this school plant)*		
(3). DISTRICT MEDIA CENTER		
(4). REGIONAL MEDIA CENTER *(Multi-district)*		
(5). STATE MEDIA CENTER		
(6). OTHER *(Specify)*		

11. IS THE AUDIO-VISUAL EQUIPMENT IN YOUR SCHOOL ADEQUATE FOR THE USE OF EACH OF THE FOLLOWING TYPES OF AUDIO-VISUAL MATERIALS? *(Check "yes" or "no" for each item.) (If these materials are not available, check "not applicable")*

MATERIALS a	YES b	NO c	NOT APPLICABLE d
(1). MOTION PICTURES			
(2). FILMSTRIPS			
(3). DISK RECORDINGS			
(4). TAPE RECORDINGS			
(5). SLIDES			
(6). TRANSPARENCIES			
(7). PROGRAMED MATERIALS			
(8). MAPS, CHARTS, GRAPHS			
(9). OTHER *(Specify)*			

12. IN THE ITEM BELOW, RANK YOUR SCHOOL'S 3 HIGHEST PRIORITY NEEDS FOR INSTRUCTIONAL MATERIALS, MARKING THE HIGHEST PRIORITY "1", THE SECOND HIGHEST PRIORITY "2", AND THE THIRD HIGHEST PRIORITY "3". IF ELEMENTARY GRADES OR SECONDARY GRADES ARE NOT INCLUDED IN YOUR SCHOOL, MARK "NA" *(Not Applicable)* FOR EXCLUDED GRADES.

INSTRUCTIONAL MATERIALS	GRADES		INSTRUCTIONAL MATERIALS	GRADES	
	ELEMENTARY	SECONDARY		ELEMENTARY	SECONDARY
a	b	c	a	b	c
04 (1). MATERIALS FOR THE HANDICAPPED			(7). SUPPLEMENTARY TEXTBOOKS		
(2). HIGH-INTEREST LOW-VOCABULARY MATERIALS			(8). AUDIO-VISUAL MATERIALS FOR INDIVIDUAL PUPIL USE		
(3). MATERIALS FOR TEACHING ENGLISH AS A SECOND LANGUAGE			(9). AUDIO-VISUAL MATERIALS FOR TEACHERS TO USE IN CLASSROOMS		
(4). MATERIALS WHICH FOSTER INTERCULTURAL UNDERSTANDING			(10). PROGRAMED MATERIALS		
(5). MATERIALS FOR ADVANCED PLACEMENT OR INDEPENDENT STUDY			(11). OTHER *(Specify)*		
(6). LIBRARY BOOKS FOR BASIC COLLECTION					

13. FOR EACH OF THE FOLLOWING TYPES OF ORGANIZATION OR FACILITY, CHECK WHETHER IT WAS EXISTING IN 1964-65, IMPROVED SINCE 1964-65, OR INSTITUTED SINCE 1964-65. IF THE ORGANIZATION OR FACILITY WAS INSTITUTED OR IMPROVED AFTER 1964-65, INDICATE THE EXTENT TO WHICH THE ESEA, TITLE II PROGRAM WAS INFLUENTIAL IN EFFECTING THESE DEVELOPMENTS.

ORGANIZATION OR FACILITY IN THIS SCHOOL	EXISTING IN 1964-65		IMPROVED SINCE 1964-65		INSTITUTED SINCE 1964-65		EXTENT TO WHICH THE ESEA, TITLE II PROGRAM INFLUENCED THE CHANGE SINCE 1964-65					
	YES	NO	YES	NO	YES	NO	NO EXTENT 1	SLIGHT 2	MODERATE 3	SUBSTANTIAL 4	DON'T KNOW	NOT APPLICABLE
a	b	c	d	e	f	g	h	i	j	k	l	m
07 (1). CLASSROOM COLLECTIONS OF MATERIALS												
(2). CATALOGING OF CLASSROOM COLLECTIONS												
(3). MEDIA CENTER												
(4). AUDIO-VISUAL MATERIALS IN THE MEDIA CENTER												
(5). RESOURCE CENTERS												
(6). RECENTLY DEVELOPED TECHNOLOGICAL EQUIPMENT IN THE MEDIA CENTER												

14. MATERIALS MADE AVAILABLE **FOR THE FIRST TIME** DURING OR AFTER 1965-66. CHECK EACH TYPE OF INSTRUCTIONAL MATERIAL WHICH WAS **NOT** AVAILABLE TO THE CHILDREN AND TEACHERS OF YOUR SCHOOL IN 1964-65 **AND** WHICH WAS PURCHASED BETWEEN SEPTEMBER 1965 AND JUNE 1968 WITH FUNDS PROVIDED BY ESEA, TITLE II FOR USE IN YOUR SCHOOL. *(Check all that apply.)*

(1). ☐ MAPS
(2). ☐ GLOBES
(3). ☐ FILMSTRIPS
(4). ☐ PICTURE SETS
(5). ☐ TAPE RECORDINGS
(6). ☐ DISK RECORDINGS
(7). ☐ PERIODICALS
(8). ☐ TRANSPARENCIES
(9). ☐ 8MM FILMS
(10). ☐ MICROFILM
(11). ☐ ART PRINTS
(12). ☐ PAPERBACK BOOKS
(13). ☐ MUSICAL SCORES
(14). ☐ PROFESSIONAL JOURNALS
(15). ☐ RESEARCH REPORTS
(16). ☐ REPORTS ON EXPERIMENTAL OR INNOVATIVE PROGRAMS
(17). ☐ OTHER *(Specify)*

15. RATE THE FOLLOWING CHARACTERISTICS OF SCHOOL LIBRARY RESOURCES AND OTHER INSTRUCTIONAL MATERIALS AVAILABLE IN YOUR SCHOOL FOR PUPIL USE IN 1964-65 AND IN 1967-68, BY TYPE OF MATERIAL. *(Check one box for each characteristic and each type of material for each year.)*

	TYPES OF SCHOOL LIBRARY RESOURCES AND OTHER INSTRUCTIONAL MATERIALS																			
	PRINTED MATERIALS										AUDIO-VISUAL MATERIALS									
CHARACTERISTICS	1964-65					1967-68					1964-65					1967-68				
	POOR	FAIR	GOOD	EXCELLENT	NOT APPLICABLE	POOR	FAIR	GOOD	EXCELLENT	NOT APPLICABLE	POOR	FAIR	GOOD	EXCELLENT	NOT APPLICABLE	POOR	FAIR	GOOD	EXCELLENT	NOT APPLICABLE
a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u
08 (1). RELEVANCE TO UNITS OF STUDY AND/OR CURRICULUM																				
(2). RELEVANCE TO PUPIL NEEDS																				
(3). TIMELINESS *(Materials are up to date)*																				
(4). QUALITY OF CONTENT																				
(5). QUALITY OF FORMAT																				
(6). SUFFICIENCY *(Quantity of materials)*																				
(7). VARIETY *(Different types of materials)*																				

16. CONSIDERING THE FOLLOWING PRACTICES OF CLASSROOM TEACHERS IN YOUR SCHOOL PRIOR TO THE ESEA, TITLE II PROGRAM IN YOUR SCHOOL, CHECK WHETHER THESE PRACTICES HAVE **INCREASED** SINCE TITLE II MATERIALS HAVE BEEN AVAILABLE IN YOUR SCHOOL. THEN CHECK THE EXTENT TO WHICH THE INCREASE IS ATTRIBUTABLE TO THE ESEA, TITLE II PROGRAM.

CLASSROOM TEACHER PRACTICES	TEACHER PRACTICES HAVE INCREASED SINCE SINCE THE BEGINNING OF ESEA, TITLE II OVER PRACTICES PRIOR TO ESEA, TITLE II				EXTENT TO WHICH INCREASE IS ATTRIBUTABLE TO ESEA, TITLE II PROGRAM					
	YES	NO	DON'T KNOW	NOT APPLICABLE	NO EXTENT 1	SLIGHT 2	MODERATE 3	SUBSTANTIAL 4	DON'T KNOW	NOT APPLICABLE
a	b	c	d	e	f	g	h	i	j	k
(1). EVALUATES MATERIALS BEFORE PURCHASE										
(2). GIVES ASSISTANCE TO YOU IN SELECTING NEW MATERIALS			▨							
(3). USES PROFESSIONAL MATERIALS										
(4). REQUESTS ASSISTANCE FROM YOU IN LOCATING MATERIALS			▨							
(5). BRINGS CLASSES TO THE MEDIA CENTER FOR TRAINING IN ITS USE			▨							
(6). BORROWS MATERIALS FOR CLASSROOM WORK										
(7). REQUESTS YOUR PARTICIPATION IN TEAM TEACHING OR OTHER INSTRUCTIONAL ACTIVITIES			▨							

17. CHECK WHETHER OR NOT THERE HAS BEEN AN INCREASE IN PUPIL USE OF THE MEDIA CENTER FOR THE PERIOD 1965-66 THROUGH 1967-68 AND THE EXTENT TO WHICH THE INCREASE IS ATTRIBUTABLE TO THE ESEA, TITLE II PROGRAM. IF YOUR SCHOOL DOES NOT HAVE A MEDIA CENTER, CHECK HERE ☐ AND GO ON TO ITEM 19.

PUPIL USE	INCREASE FOR THE PERIOD 1965-66 THROUGH 1967-68		IF "YES", EXTENT TO WHICH INCREASE IS ATTRIBUTABLE TO ESEA, TITLE II PROGRAM				
	YES	NO	NO EXTENT 1	SLIGHT 2	MODERATE 3	SUBSTANTIAL 4	DON'T KNOW
a	b	c	d	e	f	g	h
(1). PUPILS ARE USING THE MEDIA CENTER FOR CLASS ASSIGNMENTS							
(2). PUPILS ARE READING FOR PLEASURE							
(3). PUPILS WITH READING DIFFICULTIES ARE FINDING USEFUL MATERIALS							
(4). PUPILS ARE BORROWING AUDIO-VISUAL MATERIALS TO USE AT HOME							
(5). GIFTED PUPILS ARE FINDING USEFUL MATERIALS							

18. DURING 1967-68, WHAT WAS THE ROLE OF THE SCHOOL MEDIA CENTER PERSONNEL IN THE SELECTION OF MATERIALS PURCHASED WITH ESEA, TITLE II FUNDS? *(Check all the items which apply.)* IF MATERIALS IN ONE OR MORE CATEGORIES WERE NOT PURCHASED, MARK THAT CATEGORY "NA" *(Not Applicable).*	SCHOOL LIBRARY RESOURCES a	TEXTBOOKS b	OTHER INSTRUCTIONAL MATERIALS c
(1). WORKS WITH SCHOOL DISTRICT MEDIA PERSONNEL IN DEVELOPING A COLLECTION OF MATERIALS FOR THE SCHOOL DISTRICT AS A WHOLE			
(2). SELECTS OR HELPS SELECT MATERIALS FOR THE LOCAL SCHOOL MEDIA CENTER EXCLUSIVELY			
(3). HAS NO ROLE OR A MINOR ROLE IN THE SELECTION OF MATERIALS			
(4). OTHER *(Specify)*			

19. DURING 1967-68, WHAT WAS THE ROLE OF CLASSROOM TEACHERS IN SELECTING MATERIALS PURCHASED WITH ESEA, TITLE II FUNDS? *(Check all that apply.)*	SCHOOL LIBRARY RESOURCES a	TEXTBOOKS b	OTHER INSTRUCTIONAL MATERIALS c
(1). MADE SUGGESTIONS FOR DEVELOPING A COLLECTION OF ESEA, TITLE II MATERIALS FOR THE SCHOOL DISTRICT AS A WHOLE			
(2). MADE SUGGESTIONS FOR DEVELOPING A COLLECTION OF ESEA, TITLE II MATERIALS FOR THE LOCAL SCHOOL MEDIA CENTER			
(3). SYSTEMATICALLY PREVIEWED OR EXAMINED MATERIALS IN ORDER TO EVALUATE THEM BEFORE PURCHASE			
(4). HAD NO ROLE OR A MINOR ROLE IN THE SELECTION OF MATERIALS			
(5). OTHER *(Specify)*			

20. CHECK ALL OF THE FOLLOWING PRACTICES THAT WERE USED IN 1967-68 IN SELECTING MATERIALS TO BE PURCHASED UNDER ESEA, TITLE II FOR YOUR SCHOOL. IF MATERIALS IN ONE OR MORE CATEGORIES WERE NOT PURCHASED, MARK THAT CATEGORY "NA" *(Not Applicable).*	SCHOOL LIBRARY RESOURCES a	TEXTBOOKS b	OTHER INSTRUCTIONAL MATERIALS c
(1). SELECTION FROM APPROVED STATE OR DISTRICT LISTS **ONLY**			
(2). SELECTION FROM STANDARD SELECTION TOOLS AND/OR REVIEWING MEDIA			
(3). USE OF PROFESSIONAL BIBLIOGRAPHIES OF MATERIALS			
(4). REVIEW OF MATERIALS BEFORE ORDERING			
(5). SELECTION BY TEACHERS AND OTHER INSTRUCTIONAL PERSONNEL			

SIGNATURE OF RESPONDENT	TELEPHONE		DATE
	AREA CODE	NUMBER	

GPO 866-194

ESEA TITLE II
DEFINITIONS FOR NATIONAL SURVEY

ANNUAL EXPENDITURES FOR INSTRUCTIONAL MATERIALS include expenditures for school library resources, textbooks, and other instructional materials.

AUDIO-VISUAL MATERIALS include filmstrips; films; tape and disk recordings; slides; graphic materials including study prints, art prints, pictures and other graphics such as posters, charts, and diagrams; globes; maps; microfilm; transparencies and transparency masters; realia (three-dimensional objects; museum materials, diagrams, models, and samples); kits; art objects; video tape recordings; and dial-access programs.

CATALOGING OF MATERIALS, see "Cataloged instructional materials".

CATALOGED INSTRUCTIONAL MATERIALS are any materials which have been identified in a catalog which records, describes, and indexes the resources of a media center as distinct from instructional materials which are merely physically arranged for use and are not indexed and described individually by item.

CENTRALIZED ORDERING OF INSTRUCTIONAL MATERIALS is the ordering of materials by one central agency for more than one school or media center.

CENTRALIZED PROCESSING of school library resources is the processing of instructional materials by one central agency for more than one school or media center. Preprocessing, for the purposes of this study, refers to processing performed before the instructional materials are delivered to the individual schools where they are placed for use.

CHILDREN are those persons who are in attendance in elementary or secondary schools of a State which provide education or which comply with State compulsory school attendance laws or are otherwise recognized by some procedure customarily used in the State. The age limits are the permissible ages for attendance at the public elementary and secondary schools of the State,but "children"does not include persons enrolled in adult education courses, or in courses beyond grade 12.

CHILDREN PARTICIPATING IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS are those for whose use instructional materials have been acquired with ESEA, Title II funds at the request of public school officials and to whom such materials have been made available. Numbers of such children are considered to be equivalent to the October 1 enrollment of the schools in the years indicated.

CHILDREN PARTICIPATING IN PRIVATE ELEMENTARY AND SECONDARY SCHOOLS are those for whose use instructional materials have been acquired with ESEA, Title II funds at the request of representatives of private schools and to whom such materials have been made available. Numbers of such children are considered to be equivalent to the October 1 enrollment of the schools in the years indicated.

CLASSROOM COLLECTIONS are instructional materials permanently housed in single classrooms and not administered from a central media center.

CLASSROOM TEACHERS are persons employed to instruct pupils in a situation where the teacher and the pupils are in the presence of each other. The term does not include media specialists or other instructional personnel.

CURRENT EXPENDITURES include all expenditures for the regular operation of the school plant and the instructional program, including such accounts as salaries. operation and maintenance of plant, food services, student activities, and community services. "Current expenditures" exclude capital outlay and debt service, which consists of expenditures for the retirement of debt and expenditures for interest on debt, except principal and interest of current loans.

CURRICULUM LABORATORIES are facilities where special assistance is provided to members of the instructional staff in planning and preparing for instruction.

CURRICULUM NEEDS are needs for those materials required to support the instructional program of the school.

DISTRICT MEDIA CENTER is a media center located in or administered by a school system central office which circulates books, other printed materials, or audio-visual materials and equipment to the schools of the system.

ELEMENTARY SCHOOLS are schools classified as elementary by State and local practice and composed of any span of grades not above grade 8. The term includes kindergarten and prekindergarten levels if they are recognized by the State as a part of the elementary school system.

GIFTED PUPILS are those whose level of mental development has been identified by professionally qualified personnel as being so far advanced that they need additional educational opportunities beyond those provided by the usual school program.

INSTRUCTIONAL MATERIALS include all printed and audio-visual materials that have been purchased for use in the instructional program by children or teachers, EXCLUDING materials which cannot be expected to last more than 1 year, costs for repairing instructional materials, and equipment including shelving. It includes "school library resources", "textbooks", and "other instructional materials", as defined below.

INSTRUCTIONAL PERSONNEL are persons who are engaged in carrying out the instructional program of an elementary or secondary school, including principals, guidance counselors, media specialists, or other members of the instructional or supervisory staff.

INSTRUCTIONAL PERSONNEL PARTICIPATING are all those in public and private elementary and secondary schools enrolling children who are participating in the ESEA, Title II program.

LABORERS, SERVICE WORKERS, AND SKILLED, SEMI-SKILLED, AND UNSKILLED BLUE COLLAR WORKERS are workers such as filling station attendant, domestic worker, baby sitter, longshoreman, laundry worker, assembly line worker, machine operator, driver, cook, waiter, mail carrier, police officer, fireman, electrician, mechanic, or tailor.

LIBRARY BOOKS FOR BASIC COLLECTIONS are those books which provide a well-balanced collection. They satisfy the chief curricular needs as well as the reading interests of pupils in the school and can be used as a nucleus for larger collections.

MATERIALS FOR ADVANCED PLACEMENT are those which supplement materials normally found in a secondary school and support courses of study which will permit pupils, on the completion of secondary school, to enroll in college classes beyond the beginning level.

MATERIALS FOR INDEPENDENT STUDY are those used by pupils who are individually carrying on a course of study at their own rate of progress and with a minimum of supervision.

MATERIALS FOR TEACHING ENGLISH AS A SECOND LANGUAGE are those designed for the use of teachers in the instruction of pupils from homes where English is not spoken as the native language.

MATERIALS FOR THE GIFTED are those materials supplementary to basic textbooks or media center collections acquired for the use of pupils possessing ability well above the norm in one or more subject areas.

MATERIALS FOR THE HANDICAPPED are those printed and audio-visual materials especially suitable for use by children who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or otherwise health impaired or by their teachers. Some examples of materials are talking books, captioned films for the deaf, and materials especially selected for use in bibliotherapy.

MATERIALS WHICH FOSTER INTERCULTURAL UNDERSTANDING include those materials that reflect, in content and illustration, the existence of various minority groups in America. Such materials accurately represent the heritage and cultural contribution of such groups as Negroes, American Indians, Orientals, and those with Spanish surnames.

MEDIA AIDES include paid adult personnel such as clerks, typists, and other clerical personnel who perform clerical and secretarial work, distributive functions for the loan of materials, or assist with the organization and use of materials. Media aides with some college training may also be assigned semiprofessional duties and responsibilities.

MEDIA PERSONNEL include media supervisors, media specialists, media aides, technicians, and volunteers.

MEDIA PROGRAMS are those services performed by media specialists in the media centers through leadership and guidance in the selection, acquisition, organization, management, and use of instructional materials.

MEDIA SPECIALISTS are full-time certified personnel assigned to one or more school buildings who have not less than twelve hours of library science and/or audiovisual education and who have at least half of their workload devoted to service as a "media specialist". These persons may have a variety of titles such as school librarian, audio-visual specialist, or building coordinator. "Media specialists" assigned to more than one school are not to be confused with media supervisors.

MEDIA SUPERVISORS are advisers and other resource personnel in a school system who are charged with specific supervisory responsibilities at the system level in a planned program of developing and improving media services and resources. These personnel may have a variety of titles such as supervisor, consultant, coordinator, specialist, or director.

OTHER INSTRUCTIONAL MATERIALS include the same types of materials as those in "school library resources" but are not processed and organized for use.

OTHER WHITE COLLAR WORKERS are workers such as bookkeeper, sales clerk, office clerk, secretary, typist, etc.

PHYSICALLY, MENTALLY, EMOTIONALLY HANDICAPPED PUPILS are those pupils who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or otherwise health impaired.

PREPROCESSING - See "Centralized Processing".

PRINTED MATERIALS include books; magazines; newspapers; pamphlets, clippings, and ephemeral materials; catalogs; and printed programed materials.

PRIVATE SCHOOLS are schools established by an agency other than the State or its subdivisions which are primarily supported by other than public funds, and in which program operations rest with other than publicly elected or appointed officials.

PROFESSIONAL BIBLIOGRAPHIES OF MATERIALS are those prepared by State, district or local personnel, or by professional organizations for use in selection of materials. Usually they are limited to special subject areas or types of materials for certain levels of instruction or are directed to special groups of users.

PROFESSIONAL MATERIALS FOR TEACHERS are those acquired to further professional growth and increase effectiveness in the classroom. They include such types of materials as professional journals, materials on methods of instruction, general works on education, standard selection tools, and media which review printed and audio-visual materials, reports on research and demonstration, and materials in the subject fields being taught or related to those being taught in the school.

PROFESSIONAL, TECHNICAL, AND MANAGERIAL WHITE COLLAR WORKERS are workers such as accountant, teacher, doctor, engineer, librarian, social worker, registered nurse, artist, draftsman, surveyor, medical or dental technician, sales manager, store manager, office manager, factory supervisor, foreman in a factory or mine, union official, real estate or insurance salesman, factory representative, etc.

PROFESSIONALS CONCERNED WITH CENTRALIZED PROCESSING for purposes of this study are those personnel, usually librarians, who supervise at the district level, the technical processing, cataloging, and physical preparation of instructional materials acquired for use in more than one school. They may also supervise the ordering of such materials.

PROGRAMED MATERIALS are those providing a sequence of carefully constructed items leading the pupil to mastery of a subject with minimal error. The distinguishing characteristic of programed materials is the testing procedure to which they are subjected. Empirical evidence of the effectiveness of each teaching sequence is obtainable from the performance records of pupils.

PUBLIC SCHOOLS are schools operated by publicly elected or appointed school officials in which the programs and activities are under the control of these officials and which are supported by public funds.

RECENTLY DEVELOPED TECHNOLOGICAL EQUIPMENT includes equipment such as computers, television, 8 mm. projectors and film loops, and dial access systems.

REGIONAL MEDIA CENTER (multi-district) is a media center which serves more than one school district and is supported in whole or part by public funds from the school districts served.

RESOURCE CENTERS are supplementary school media centers, structured on a subject or grade level basis, containing special collections of instructional materials administered by the school media center.

RURAL AGRICULTURAL WORKERS include workers such as farmers, farm managers, farm laborers (except migrant), and farm foremen.

SCHOOL DISTRICT SERVICES FOR MEDIA PROGRAMS are those services provided at the school district level and designed to develop and improve media programs in individual schools and school media centers through the provision of leadership, guidance, and assistance in the selection, acquisition, organization, and use of instructional materials.

SCHOOL LIBRARY RESOURCES are books, periodicals, documents, pamphlets, photographs, reproductions, pictorial or graphic works, musical scores, maps, charts, globes, sound recordings, including but not limited to those on disks and tapes; processed slides, transparencies, films, filmstrips, kinescopes, and video tapes, or any other printed and published materials of a similar nature made by any method now developed or hereafter to be developed, and which are processed and organized for use by elementary or secondary school children and teachers.

SCHOOL MEDIA CENTERS are instructional materials centers administered as a unit in individual schools where books, audio-visual materials, and other instructional materials are made available to pupils and teachers of the school. The term is also being used in this survey to refer to units in a transitional stage where collections presently consist largely of printed materials. Other terms which often apply to the media center are school library, instructional materials center, learning center, educational materials center, or any equivalent.

SECONDARY SCHOOLS are schools comprising any span of grades beginning with the next grade following the elementary school and ending with or below grade 12, including junior high school, the different types of high schools and vocational or trade high schools.

SPECIAL PUPIL NEEDS means the needs for instructional materials in addition to those normally provided in a school. Groups of pupils requiring such special materials may include the disadvantaged, the gifted, the handicapped, members of minority racial and ethnic groups, those for whom English is a second language, and slow learners.

STATE AND LOCAL TAX SOURCES are all those sources of income for a school district excluding gifts and Federal grants.

STATE MEDIA CENTER, for the purposes of this study, refers to a media center which is administered by a State agency and which provides services with instructional materials to schools or individual teachers or pupils.

SUPPLEMENTARY TEXTBOOKS are those textbooks, reusable workbooks, or manuals not intended for use as a principal source of study material for a given class or group of pupils.

TECHNICIANS are paid adult personnel with specialized skills who assist with the production of materials and the maintenance and repair of materials and equipment.

TEXTBOOKS are books, reusable workbooks, or manuals, whether bound or in looseleaf form, intended for use as a principal source of study material for a given class or group of students, a copy of which is expected to be available for the individual use of each pupil in such class or group.

VOLUNTEERS are part-time or full-time unpaid adult media aides or technicians.

WELFARE RECIPIENTS OR THE CHRONICALLY UNEMPLOYED include persons who are currently receiving welfare payments and persons who are not regularly employed.

GPO 865-945

Statement of Bernard Franckowiak
School Library Supervisor
State Department of Public Instruction
Madison, Wisconsin
before the
House Education and Labor Committee
on HR 69

February 5, 1973

My name is Bernard Franckowiak. I am the School Library Supervisor for the State of Wisconsin. I am responsible for the development of school library media programs in the public and private schools of the State. I am now president-elect of the American Association of School Librarians.

I would like to speak in support of legislation to extend for five years the Elementary and Secondary Education Act, HR 69, especially Title II. I also speak in support of the National Defense Education Act, Title III, which provides the equipment essential to the effective use of the materials provided by ESEA Title II.

ESEA Title II has played an extremely important part in providing instructional materials to teachers and students. The allocation formula based on need has insured the use of this money with students who have had the poorest collections of materials available to them. The most important responsibility of governmental bodies, next to providing qualified teachers in the classrooms, is to make certain that students and teachers have access to high quality resources with which to create learning experiences.

Great progress has been made since 1966 in building collections of materials. In many states sizable collections of print materials now exist and the bulk of Title II money is being used to purchase audiovisual materials. The current stress on individualizing instruction and consideration for each student's special learning needs has placed great pressure on school library media centers to supply the variety of quality materials required to support such programs. ESEA Title II has provided a genuine stimulus to the development of centralized library media programs at all levels across the country.

While most secondary schools and junior high schools now have centralized library facilities and at least some professional staff, the elementary schools do not. In Wisconsin, a fall 1970 survey showed that approximately 38 percent of the public elementary schools were operating without centralized library service. A new ESEA Title II survey being returned at the present time indicates, with about two-thirds of the returns in, that 127 new library media centers have been established in the public schools between 1970 and 1972, and over fifty new or remodeled library media centers have been established in private schools. These are in addition to the 547 new centralized libraries which were established between 1966 and 1970, as indicated by previous ESEA Title II surveys. Even with this significant improvement in the school library situation, current figures indicate that over 178,000 young people attending public schools in the State of Wisconsin are still in school buildings which do not have centralized library service. The survey reports also indicate that collections of materials tend to be of lower quality and less variety in those schools that do not have centralized library programs.

ESEA Title II is a good program that works. It has provided material to students in their schools where it is visible and readily accessible and it has enriched all instructional programs. The overwhelming response of administrators when asked their opinion of ESEA Title II is that it is one of the best federal programs and has made a visible difference in the learning experiences of the young people. It has helped them to improve considerably the quality of the materials available to the students and teachers, and to improve evaluation and selection of materials purchased.

ESEA Title II is one of the very few federal programs that provides direct visible support to the entire private school sector of our educational system. With their enrollments dropping, private schools have been hard pressed to maintain and develop programs to provide educational opportunities for their young people. In Wisconsin, where over 20 percent of the young people are in private schools, ESEA Title II has provided them directly the learning resources they need. Title II has visibly benefited nearly every child in the country and has benefited most those who need it most. The effect of Title II has been to provide young people with more materials, more carefully selected, better organized and accessible for their use as part of their learning program.

One does not have to travel very long from school district to school district to learn that a tremendous diversity of educational opportunity exists in every state of our country. As America looks seriously at what it is doing to provide young people equal educational opportunities, certainly the provision of high quality learning resources, an essential part of education today, cannot be overlooked. In this great wealthy country of ours, no child should be allowed to attend, and no teacher should be allowed to teach in a school that does not have a variety of stimulating, interesting, exciting, up-to-date learning resources to expand the horizon and stretch the mind of every child.

It is clear that the trend to centralize the library media program was greatly accelerated during the 1966-1970 period. However, many students in the United States still do not have centralized library programs and services in their schools. Many others attend schools where the programs and services are substandard. Much still remains unfinished. Print materials must be upgraded and a great expansion is necessary in the area of audiovisual materials. Survey figures from Wisconsin indicate that from 1965-1970, local expenditures of taxpayers' money increased 64 percent for the purchase of instructional materials. The greatest increase was in the local expenditures for audiovisual materials. However, unhappily, during this same period, inflation took a tremendous bite of this increase. For example, between 1967-1970 alone, the cost of hardcovered books increased 38.3 percent while the cost of periodicals jumped 29.8 percent. So, while local school districts were fighting valiantly to raise property taxes to purchase additional instructional materials, the continued advance of inflation caused them to barely stay even with their increased demands. Inflation and the press for control of school expenditures have made it difficult, if not impossible, to keep up with the increased demand for materials generated by programs of individualized instruction. I would like to quote from part of a summary of a 1970 fall survey of ESEA Title II, of the school library situation in Wisconsin, and cited on page 12 of the annual report of federal assistance programs, fiscal year 1972, ESEA Title II, State of Wisconsin:

> "...most Wisconsin schools do not yet have collections of print and audiovisual materials sufficient to meet the demands placed on them by instructional programs in modern schools. Increased enrollment and the alarming inflationary rate for instructional resources have prevented many school libraries from meeting recommended minimum state standards."

In conclusion, ESEA Title II is an effective program that has provided greatly improved instructional materials and resources to millions of young people across the United States since 1966. While much has been accomplished since that time, the job that it set out to do is far from completed. School administrators and library media specialists across the country are familiar with ESEA Title II and have come to depend on it as a vital provider of learning resources so essential in meeting the needs of the young people in their district. It has been a good program, well-planned and well-executed, and its record speaks eloquently for the continuance of its benefits. If Congress decides that funding should be provided in block grants, it is imperative that some of these funds be earmarked for the learning, print and audiovisual materials now provided by ESEA Title II. Once again, I would like to speak in support of legislation to extend for five years the provisions of ESEA, Title II, so that we may increase and equalize educational opportunities for our most precious natural resource, the young people of this country.

Thank you, Mr. Chairman, and members of the committee for this opportunity to speak in behalf of this legislation.

* * *

1450

ANNUAL REPORT OF FEDERAL ASSISTANCE PROGRAM

FISCAL YEAR 1972

ELEMENTARY AND SECONDARY EDUCATION ACT
TITLE II

STATE OF WISCONSIN

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
WILLIAM C. KAHL, STATE SUPERINTENDENT

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

ANNUAL REPORT OF FEDERAL ASSISTANCE PROGRAM, FISCAL YEAR 1972
Elementary and Secondary Education Act, Title II, P.L. 89-10, as Amended
PART III - GUIDE FOR PREPARATION OF THE NARRATIVE REPORT

FORM APPROVED
O.M.B. NO. 51R-0544

Instructions for Completion

Please submit 4 copies of Part III on or before October 1, 1972 to Director, Division of State Agency Cooperation Bureau of Elementary and Secondary Education Office of Education, Washington, D.C. 20202.

PURPOSE - The Narrative Report summarizes the effectiveness of ESEA-II in meeting the objective of strengthening and improving educational quality and educational opportunity in the Nation's elementary and secondary schools, through the State's program for the provision of school library resources, textbooks, and other instructional materials. This report, along with the financial report, is used (a) to provide the U.S. Commissioner with information for his annual reports to the Congress and the Nation, and in making requests for Title II appropriations, and (b) to assist the U.S. Office of Education in serving the States with information on the Title II program.

FORM - The headings and format should be used in order to assure that the information from all States will be reported in comparable form.

ADDENDA - To illustrate and support the narrative, include copies of new and revised standards, manuals, lists or book catalogs of materials made accessible, pictures, newsletters, conference and workshop programs, reports, press comments, surveys, materials on special-purpose grants, or other examples of State leadership in Title II or related media activities.

Section 1 of Part III should be completed by the State ESEA, Title II administrator.

Section 2 should be completed by the State school media supervisor(s) *(school library and audiovisual supervisors)*. If your State agency has no such personnel, responses to this section should be made by the State Title II administrator.

Section 3 should be completed by State subject area and/or other special or general supervisors of instruction. If your State agency has no such personnel, response to this section should be made by the Title II administrator director of instruction, or other appropriate State personnel.

The chief State school officer should sign at the end of Section 3.

SECTION 1 - REPORT OF THE STATE TITLE II ADMINISTRATOR

A. Management

1. What considerations were given to the ESEA Title II program in comprehensive State education agency planning?
2. How did planning for the management of the Title II program relate to overall State education agency planning?
3. What adjustments were made in the relative need criteria and formula to redirect the Title II program to new needs or priorities?
4. What action was taken to assign responsibilities for carrying out the Title II objectives for the last fiscal year?
5. What technical assistance did the State provide to local educational agencies in project development? To what degree did the State monitor projects in local educational agencies after approval?
6. What services in connection with the Title II program were given by the State to private school teachers, media personnel, and administrators?
7. How did the methods and terms by which materials were made available to private school children and teachers differ from those used in serving public school children and teachers?
8. In what ways were you able to coordinate Title II with other programs of Federal financial assistance such as ESEA Titles I, III, V, VI, VII, VIII, NDEA Titles III and V-A, LSCA Title III?

OE FORM 4490-1, 12/70 REPLACES OE FORM 4490-1, 4/70, WHICH IS OBSOLETE.

B. Evaluation

1. What were the results of the evaluative procedures used to measure the implementation and outcomes of the objectives formulated for the Title II program for the last fiscal year?

2. What other studies or surveys of the Title II program were initiated or conducted to assess improved educational opportunities for elementary and secondary school children and teachers?

C. Dissemination

1. What new and creative techniques were used to disseminate information about the Title II program to school administrators, school board members, and other influential groups?

2. To what extent was the relationship of the Title II program to the Right to Read effort interpreted to the educational community and the general public?

3. What has been the reaction of the educational community and the general public to the evaluative data and other information disseminated on the Title II program?

D. Needs

1. What evidence do you have from your needs assessment and evaluative data of the most critical needs for instructional materials, by subject area, grade level, and type of material?

2. What manpower needs for school media programs exist at the State level? District level? School level?

NAME AND TITLE OF THE STATE ESEA TITLE II ADMINISTRATOR William Pichette, Program Administrator	DATE 11-17-72

SECTION 2 – REPORT OF THE STATE SCHOOL MEDIA SUPERVISOR(S)

A. Program Development

1. Estimate the number of media specialists, technicians, and aides who were employed during the fiscal year as a result of Federal programs of financial assistance to local school media programs. Describe any significant changes from previous fiscal years.

2. Describe examples of the inservice programs and consultative services you have provided on the selection, organization, and use of materials acquired under the Title II program.

3. In what ways has the Title II program contributed to the selection of materials of high quality which are appropriate for the children and teachers in public and private schools who use them?

4. To what extent have you been able to use on-site visits to assist in project development and evaluation, and in relating the project planning to State and local objectives?

5. What efforts have you made to encourage administrative and scheduling practices that permit free and easy use of materials of all kinds?

B. Evaluation

1. What is your evaluation of the impact of Title II in developing unified school media programs where a full range of materials is organised and made available for students and teachers?

2. To what extent, in your opinion, have various types of materials been introduced in schools for the first time, e.g. 8mm films, art prints, microform, paperback books, transparencies?

3. What evidence have you of the impact of school library resources acquired under Title II in educational programs that stress individualization, inquiry, and independent learning in elementary and secondary school subjects?

4. To what extent has Title II contributed to school programs of innovative curricular and instructional techniques, especially creative projects in the field of reading, through the provision of printed and audiovisual materials? Describe briefly representative programs which you would recommend for observation and evaluation.

5. In what ways has Title II supported special educational programs such as those for pupils in hospitals, correctional institutions, and schools for the mentally and physically handicapped, bilingual and early childhood education, instruction in the

area of social problems, such as drug abuse and environmental/ecological education?

6. What evidence have you of the impact of school library resources acquired under Title II in improving instructional programs for educationally and economically disadvantaged children, especially those with major reading deficiences?

7. Were any revisions made in the State standards for school library resources during the last fiscal year or are any planned for the near future? What progress have the elementary and secondary schools of the State been able to make since 1965 in meeting the standards? How has the Title II program contributed to this progress?

NAME AND TITLE OF STATE SCHOOL MEDIA SUPERVISOR(S) Bernard Franckowiak - Educational Consultant-School Library Robert Wheeler - Educational Consultant-Audio/Visual	DATE 11-17-72

SECTION 3 - REPORT OF STATE SUPERVISORS OF INSTRUCTION

1. To what extent did you participate in the formulation and implementation of the Title II program objectives?

2. What evidence do you have that Title II has had an impact on increasing and improving the instructional resources in elementary and secondary subject areas?

3. To what extent did you assist teachers in selecting and utilizing printed and audiovisual materials to support special programs, such as remedial programs for children with reading deficiencies, early childhood and bilingual programs, instruction in the area of social problems, such as drug abuse and environmental/ecological education?

4. Give examples of how the use of materials provided under Title II has supported educational programs that stress individualization, inquiry, and independent learning in elementary and secondary school subjects?

NAME AND TITLE OF STATE SUBJECT AREA, SPECIAL OR GENERAL SUPERVISORS George Glasrud - Education Consultant	DATE 11-17-72
SIGNATURE OF CHIEF STATE SCHOOL OFFICER	DATE 12/1/72

Deputy State Superintendent

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ANNUAL REPORT OF FEDERAL ASSISTANCE PROGRAM, FISCAL YEAR 1972

Elementary and Secondary Education Act, Title II, P.L. 89-10, as Amended

STATE OF WISCONSIN

Section 1 - Report of the State Title II Administrator

A. Management

1. Comprehensive State agency planning has been assigned to a newly formed Division for Planning, Research and Evaluation which is directed by Dr. Archie Buchmiller. A newly created post of educational evaluator was created with priority being given to evaluation of the ESEA Title II program. Accountability has been receiving emphasis as a concept for several years. It is now being emphasized for its practical application and such emphasis is being stressed by the Wisconsin Department of Public Instruction. Accountability will exist only when programs and projects clearly identify their priority objectives and can clearly demonstrate the relationship between given activities and specific outcomes. It is only by being accountable that ESEA Title II will receive due consideration by the State Education Agency and media programs, in general, will receive appropriate recognition by decision-making school administrators. Dependable procedures are needed for measuring the short, intermediate and long-range effectiveness of media programs.

2. Planning for the management of the Title II program relates to overall State education agency planning in that as the Title II program has made provision to assume one-half salary for the educational evaluator added to the Division of Planning, Research and Evaluation and will be adding another consultant type to assist in the monitoring of the ESEA Title II special projects which will be the emphasis of the evaluation.

   The State education agency has initiated a revision of the data collection section of the Department and as a consequence the Title II program has participated and cooperated in the consolidation of the Title II information collection instrument, resulting in the decreasing of instruments and forms required of Local Education Agency to process. In further efforts to streamline the Department of Public Instruction's internal processes as related to Local Education Agency the fiscal accounting procedures have been consolidated into one form. ESEA Title II has cooperated completely with the revision.

   The Title II, in its planning, has worked very closely through the Program Administrator with the State Chief School Officer in developing publications to be used with the Local Education Agency as information dissemination pieces. See enclosed information pieces.

   The Title II program priorities were coordinated with the priorities of the Chief State School Officer as evidenced from the emphasis given to the Special Project phase of the program. Emphasis was given to the Right-To-Read program and the development of elementary school libraries.

3. The Chief State School Officer for Wisconsin has established as one of his top priorities the equalization of educational opportunities for Wisconsin's students and teachers. In line with this state priority the Title II program has adjusted the relative need formula. The relative need of each individual school building in Wisconsin for Title II Basic Grant monies will be determined on the basis of information collected in the Planning for School Library/Media Programs, 1972-75, instrument. The data collected will

provide a picture of the current media program status of each school. Specific criteria have been identified as critical in computing the relative need per pupil/teacher and will be assigned point value. The criteria include:

A. Economic need-equalized valuation per pupil.

B. Local effort-combines past and present efforts by relating size of collection to expenditures per pupil.

C. Media collection-present collection in relation to State Standards.

D. Utilization of materials-degree to which school facilitates the use by students and teachers of media materials and services in terms of media organization, staffing, policy training, and accessibility factors.

4. In assigning responsibility for carrying out the Title II objectives for the last fiscal year the Program Administrator was responsible for directing the Basic Phase of the program. The Program Administrator assisted by the State School Library Supervisor was responsible for the Special Project Phase of Title II. Their responsibilities include inservice work with LEA, assistance in project writing, library/media program evaluation, library/media program planning and library/media program facility planning. The basic responsibility for program evaluation was assigned to the Educational Evaluator created in the Division for Planning Research Evaluation.

The objective of providing materials and services to non-public schools was assigned to the Program Administrator and his staff. The objective of dissemination was assigned to the Program Administrator and his clerical staff with appropriate responsibilities assigned to LEA's. Implementation of the Right to Read objectives was coordinated by the State Reading Committee, the State Supervisor for Reading and the Program Administrator for the ESEA Title II program. Implementation of the objectives of coordinating the various federal programs with Title II was administered by the Department of Public Instruction Federal Program Coordinator.

5 & 6. The service and technical assistance provided by the ESEA Title II office was provided to both public and non-public schools, each sharing in the program equally. New standards for the state of Wisconsin were published this fiscal year and disseminated to all public and non-public schools. In preparing the standards the Department of Public Instruction solicited the cooperation of representatives of appropriate professional organizations such as the Wisconsin Library Association, Wisconsin Association of School Librarians, Wisconsin Audiovisual Association and the Wisconsin Association of Superintendents and curriculum development. Representatives of non-public school organizations continued to be involved in developing standards.

Inservice workshops were conducted on a regional basis for all teachers and administrators in Wisconsin at which guideline changes were discussed. These meetings were conducted in the Spring of the year.

Assistance in project development for public and non-public schools came in the form of onsight visits and the preparation of a working paper entitled How to Write a Program Proposal. (see appendix B) This paper was prepared in conjunction with the Department of Public Instruction, Division for Planning Research and Evaluation. Further technical assistance came in the form of a manual prepared in conjunction with WASL and ESEA Title II entitled Cataloging, Processing and Administering AV Materials; A Model for Wisconsin Schools. (See appendix C)

Monitoring of special projects was conducted by the Program Administrator and State School Library Supervisor on a scheduled basis as time would permit.

7. The following is the method used in making materials available to students and teachers of non-public schools:

The State Superintendent of Public Instruction will indicate to a principal teacher in behalf of a group of non-public school children and teachers, the value in dollars of the materials under a basic allocation which may be requested for initial loan to those individuals for the fiscal year involved. The amount indicated shall be based on the official enrollment of the non-public school and the materials index of materials available to such group. The principal teacher may file a basic allocation request which sets forth plans for improvement in the availability of instructional materials and designates the part which loaned materials will play in the development of such plans. The basic allocation request shall be accompanied by a loan request for the specific materials needed. Upon arrival of the request the State Superintendent will acquire the requested materials. Materials will be shipped to those making the initial request for loan and verification of receipt will be required.

Materials acquired for loan to the children and teachers of the non-public schools will be the property of the state and will be circulated to such persons in accordance with accepted principles of service to the educational needs and instructional programs in which the said children and teachers are involved. Proper care and inventory are required. A change of circumstances, such as the closing of a school or a certain grade level will cause all of the materials loaned to such children and teachers to be recalled for recirculation at the discretion of the Superintendent of Public Instruction.

Periods of loan for various materials will be determined by the nature of the specific materials and the needs of the borrowers for those materials in the pursuit of their educational programs.

Each non-public school may make application for a loan of materials under a special project grant. Special project grant applications shall include an analysis of the specific needs of the group of children involved and shall describe the effort being made in personnel, planning and materials to effect a significant improvement of the situation.

The special projects most influential to the given educational program will receive priority in the assignment of available funds.

an individual representing each group of children and teachers in the non-public schools shall cooperate with the office of the State Superintendent in creating a list of selected materials to be made available to all children and teachers within the public school district or other defined geographic area.

8. In an effort to coordinate financial assistance from the various federal programs, the Department of Public Instruction has created a position of Federal Program Coordinator with the assigned responsibilities of pulling together, encouraging the various programs to cooperate in a more united thrust to generate equalization of educational opportunities. One of the initial efforts of the coordinator in meeting his obligation was to develop a Federal Program Handbook (see appendix D), for use by Department of Public Instruction and Local Education Agency personnel. Further attempts at bringing together the various programs is the Wisconsin Department of Public Instruction Newsletter. The various programs list all efforts at bringing programs together. (see appendix E)

B. Evaluation

1. The results of the evaluative procedures used to measure the implementation and outcomes of the objectives formulated for the Title II program are as follows:

Since the beginning of the Elementary and Secondary Education Act (ESEA) Title II program in 1965, the Wisconsin Department of Public Instruction has three times requested schools in Wisconsin to evaluate the instructional material resources available in their schools. The first two "status studies" were concerned chiefly with examining the conditions as they existed in the 1965-66 and 1967-68 school years. (A report of the 1965-66 study appeared in the September-October, 1967 issue of the Wisconsin Library Bulletin. The 1967-68 study report appeared in the November-December, 1969 issue.) The purpose of this report was to present the information gathered from the 1969-70 school year survey and also to review all data collected over the 1965-70 period in order to identify the trends which were most prevalent during these years.

Because demands for the use of instructional resource materials are often numerous and differ considerably in nature, it is essential that schools have centralized libraries in order to cope effectively, and respond efficiently to all requests. Therefore, it is not surprising to find that in the 1965-70 years one of the most noticeable trends was the move away from the limited resources available in classroom collections and toward centralized facilities with professional personnel directing library operations.

PERCENTAGE OF SCHOOLS WITH CENTRALIZED FACILITIES

School Year	Senior High Schools	Junior High Schools	Elementary Schools
1965-66	100%	92%	31%
1967-68	100%	95%	44%
1969-70	100%	96%	50%

As can be seen from the above chart, junior and senior high schools have a relatively high percentage of schools with centralized facilities. However, only one-half of the elementary schools have such facilities available for their students. This is probably due to the fact that a large number of elementary schools have very small enrollments. A somewhat clearer picture emerges when one considers the number of students being served by centralized libraries.

PERCENTAGE OF STUDENTS IN SCHOOLS WITH CENTRALIZED FACILITIES

School Year	Senior High Schools	Junior High Schools	Elementary Schools
1965-66	100%	97%	49%
1967-68	100%	98%	65%
1969-70	100%	99%	68%

Again, it is apparent that junior and senior high schools have committed themselves almost completely to the development of centralized facilities, but evidently elementary school efforts in this area are slowing. From 1965-66 to 1967-68 an additional 13% of the elementary schools established centralized libraries, bringing these facilities to another 16% of the state's elementary students. But from 1967-68 to 1969-70 only an additional 6% of the elementary schools installed these facilities and added only 3% to the total percentage of elementary students in schools with centralized facilities.

Unfortunately, there are still far too many elementary and junior high schools which do not have such facilities. In terms of the actual number of elementary children not having centralized libraries available to them, 72,000 students would be a good estimation.

Since the funds provided by the ESEA Title II program for instructional materials were intended to supplement and not to supplant monies supplied by local school districts, it is informative to examine local school district expenditures over the 1965-70 school years to see if this, in fact, has been the case.

LOCAL EXPENDITURES FOR INSTRUCTIONAL MATERIALS

	1965-66	1967-68	1969-70
School Library Books	3,066,603.05	3,682,121.96	4,166,348.40
School Library Periodicals	435,438.37	539,906.32	676,952.22
Audiovisual Materials	739,947.62	1,259,644.54	2,151,482.20
Other Library Expenses	285,091.35	341,658.21	434,512.12
TOTAL	4,527,080.39	5,843,331.03	7,429,294.94

Clearly, local school districts are increasing their efforts in terms of financial involvement. From 1965-66 to 1969-70 local expenditures for instructional materials increased 64%. Examination of specific categories reveals that expenditures for audiovisual materials have shown the greatest growth rate. Audiovisual material expenditures showed a 70% increase in 1967-68 over 1965-66 and a 71% increase in 1969-70 over 1967-68. The remaining categories also showed substantial increases.

PERCENT INCREASE IN LOCAL EXPENDITURES
FOR INSTRUCTIONAL MATERIALS

	1967-68 Over 1965-66	1969-70 Over 1967-68
School Library Books	20%	13%
School Library Periodicals	28%	21%
Audiovisual Materials	70%	71%
Other Library Expenses	19%	27%
TOTAL EXPENDITURES	29%	27%

Although local school districts have increased their funding to school libraries, a great many schools are still far from meeting the minimum standards set down by the State of Wisconsin and, indeed, in many cases are falling farther behind as the minimum standards are revised upward.*

Inflation has undoubtedly been the greatest usurper of the library dollar. From 1967 to 1970 alone the cost of hardcover books increased 38.3% while the cost of periodicals jumped upward 29.8% (Price Indexes for 1972, U.S. Periodical and Serial Services). Minimum standard recommendations take into account inflationary trends and, therefore, it should not be surprising that even though schools are spending greater amounts for instructional materials than ever before, inflation and increased enrollment are hindering more and more school libraries in meeting minimum expenditure standards.

SCHOOLS WITH CENTRALIZED FACILITIES HAVING PER STUDENT EXPENDITURES FOR BOOKS AT OR ABOVE THE MINIMUM LEVEL

	Senior High Schools	Junior High Schools	Elementary Schools
1965-66	67%	54%	44%
1967-68	58%	36%	36%
1969-70	25%	17%	12%

As can be seen from the above chart, the vast majority of schools in Wisconsin have per student expenditures for books below the minimum standard. In fact, the number of schools meeting state standard minimums dropped steadily over the 1965-70 school years. Elementary schools lag the farthest behind in meeting this requirement. The above chart refers only to those schools that have centralized libraries. If one considers that only 50% of all elementary schools in 1969-70 were centralized, then the percentage of elementary schools having per student expenditures for books at or above the minimum for 1969-70 drops to somewhere between 6% and 12%.

Just how far schools are from meeting minimum level standards can be approximated by examining the average per student expenditures for library expenses.

PER PUPIL LIBRARY EXPENDITURES

	1965-66	1967-68	1969-70
School Library Books	3.57	4.00	4.25
School Library Periodicals	.50	.60	.69
Audiovisual Materials	.86	1.37	2.20
Other Library Expenses	.34	.37	.40
TOTAL	5.27	6.34	7.58

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*See Standards for School Library/Media Programs 1972-75 for the latest revisions.

The Wisconsin standards for the 1972-75 years set minimum level expenditures at $7.00 per student for library books and $7.00 per student for audiovisual materials. If the growth trends of the 1965-70 school years are any indicators of what will happen in the early 70's, then it is very doubtful that many of the schools in Wisconsin will achieve even these minimum spending levels without an even more determined effort than existed in the late 60's.

When the per pupil expenditures for library books and audiovisual materials for 1969-70 are broken down by school type it is easy to see that the elementary schools are the farthest from meeting the minimum levels while high schools are coming the closest to meeting them.

PER PUPIL EXPENDITURES FOR LIBRARY BOOKS AND AUDIOVISUAL MATERIALS FOR 1969-70 IN CENTRALIZED FACILITIES

	Senior High Schools	Junior High Schools	Elementary Schools
Audiovisual Materials	2.62	1.95	1.27
Library Books	4.75	4.22	3.64

Along with books, periodicals are an important part of the printed resource collections in instructional materials centers. The Wisconsin standards for 1972-75 recommend the following minimum numbers of current periodical subscriptions:

Elementary schools (grades K-6)	25 Titles
Elementary schools (grades K-8)	50 Titles
Junior high schools	75 Titles
Senior high schools	100 Titles

The only difference between these standards and those that were used in the years 1965-70 is that the recommended minimum for senior high schools was 120 titles in the years 1965-70. As was mentioned earlier, local expenditures for school library periodicals rose from $435,438 in 1965-66 to $676,952 in 1969-70, an increase of 55%.

AVERAGE NUMBER OF PERIODICALS PER CENTRALIZED SCHOOL

	1965-66	1969-70
Elementary Schools	22	19
Junior High Schools	51	49
Senior High Schools	74	74

As was mentioned earlier, the inflation in periodical costs over this five-year period has had a very restraining effect on attempts to expand periodical collections. In fact, as can be seen from the above chart, the average number of periodicals per centralized school has decreased for elementary and junior high schools while remaining at the 1965-66 level for senior high schools.

In summary, the trend toward centralized libraries was evident during the 1965-70 years. Also during this period, local expenditures for instructional materials increased by 64% with the greatest percentage of increase occurring in audiovisual materials spending. However, inflation and increased enrollment have all but nullified funding increases with the end result being the failure of more and more schools to meet the minimum expenditure levels recommended by the Wisconsin standards for library/media programs.

If libraries are to fulfill the needs of the students, it is necessary to have a professional school librarian directing the activities of the library facilities. Those schools which centralize their facilities and then do not place a qualified librarian in charge of these facilities have, in large part, failed to achieve fully operative libraries. The use of less qualified personnel, in place of professional librarians, can only result in less effective use of facilities and materials. Over the 1965-70 years the number of librarians employed by schools in Wisconsin showed a substantial yearly increase; however, increased student enrollments far out-paced the increase in the number of librarians. In the 1969-70 school year, as in the 1965-66 school year, the number of librarians in Wisconsin is far below that required for minimal service to all students. Wisconsin standards for 1972-75 recommend a minimum ratio of approximately one librarian for every 500 students. The below charts show Wisconsin's status in 1965-66 and 1969-70.

1965 STATUS

	Senior High Schools	Junior High Schools	Elementary Schools	Total
Minimum Number Needed To Meet State Standards For Centralized Facilities Only	498	211	525	1,234
Present Number Employed By Districts	478	144	242	864
Shortage	20	67	283	370

1969-70 STATUS

	Senior High Schools	Junior High Schools	Elementary Schools	Total
Minimum Number Needed To Meet State Standards For Centralized Facilities Only	574	294	740	1,608
Present Number Employed By Districts*	507	195	569	1,271
Shortage	67	99	171	337

*Some librarians (approximately 110) are employed by libraries that serve more than one school type. These librarians were counted once for every school type in which they serve. Therefore, the total number of librarians is 110 less than this roll total.

It is apparent from the above that Wisconsin is still in great need of certified librarians.

The development of instructional material centers, facilities which house both audiovisual and printed materials, was a continuing trend in the 1969-70 years.

PERCENTAGE OF SCHOOLS WITH CENTRALIZED FACILITIES IN WHICH AUDIOVISUAL AND PRINT RESOURCES ARE HOUSED TOGETHER

School Years	Senior High Schools	Junior High Schools	Elementary Schools
1965-66	56%	56%	61%
1967-68	72%	68%	68%
1969-70	76%	80%	75%

A complete and varied book collection is an essential part of any school's instructional media center. Although an adequate book collection is only one of the requirements for an effective modern library, it has always been and will continue to be of major importance. The state standard for measuring the adequacy of the book collection remained the same over the 1965-70 period. This standard specified a minimum book collection of 6,000 volumes or 10 volumes per student enrolled, whichever number was larger.

CENTRALIZED FACILITIES WITH BOOK COLLECTIONS MEETING AT LEAST MINIMUM STANDARDS

School Year	Senior High Schools	Junior High Schools	Elementary Schools
1965-66	12%	16%	20%
1967-68	50%	43%	39%
1969-70	37%	29%	28%

The above chart indicates a marked increase in the number of schools meeting the minimum standards in 1967-68 over 1965-66. However, there is quite a noticeable drop in this percentage from 1967-68 to 1969-70. Apparently, book collections in school libraries did not expand to meet new enrollment demands in the years 1968-70.

The school libraries were also asked to evaluate the adequacy of their filmstrip collections, 8 mm film loop collections and microfilm collections. Over the 1965-70 period the percentages of schools rating their collections as adequate or superior remained about the same.

E. [illegible] OF FILMSTRIP COLLECTIONS AS ADEQUATE OR SUPERIOR

School Year	Senior High Schools	Junior High Schools	Elementary Schools
1965-66	48%	37%	47%
1967-68	66%	53%	50%
1969-70	49%	47%	52%

EVALUATION OF 8 MM FILM LOOP COLLECTIONS AS ADEQUATE OR SUPERIOR

School Year	Senior High Schools	Junior High Schools	Elementary Schools
1965-66	-	-	-
1967-68	16%	9%	10%
1969-70	16%	9%	9%

EVALUATION OF MICROFILM COLLECTIONS AS ADEQUATE OR SUPERIOR

School Year	Senior High Schools	Junior High Schools	Elementary Schools
1965-66	-	-	-
1967-68	27%	18%	18%
1969-70	27%	14%	14%

In conclusion, local expenditures for instructional materials showed a marked increase from 1965 to 1969-70 with expenditures for audiovisual materials showing the greatest gains. A trend toward centralizing library facilities was also evident during these years. Nearly all junior and senior high schools have centralized facilities; however, almost one-third of all elementary students in Wisconsin still do not have such facilities available to them. This report shows that schools have made very noticeable advances in centralizing facilities and in increasing local expenditures for instructional materials.

Inflation has, however, seriously hampered local efforts to improve library facilities. Rising costs, especially for books and periodicals and presumably for audiovisual materials, have meant, in many cases, that increased spending has only enabled schools to stay at levels of adequacy that existed in 1965-66. As can be seen from the above data most Wisconsin schools do not yet have collections of printed and audiovisual materials sufficient to meet the demands placed on them by the instructional programs in modern schools. Increased enrollments and the alarming inflationary rate for instructional resources have prevented many school libraries from meeting recommended minimum state standards. Hopefully, local efforts to better library facilities will continue to expand and future reports will again show progress in the development of media centers.

2.

LIBRARY/AUDIOVISUAL PROGRAMS

Philosophy: The school's function is to provide the student with a variety of worthwhile ideas and experiences and to help him develop a desire for further exploration. These ideas and experiences may be transmitted directly — by live communication or vicariously through recorded print, sound, or images. Since both means of contact are vital to the learning process, the teacher needs the support of materials and services to broaden and extend the range of learning.

The media program must be an integral part of the school's overall educational activities. It must provide not only materials and services, but also assistance in their production, organization, and effective use. Because of the technical nature of many of the newer media, some schools have developed separate administrative organizations to provide audiovisual services to students and teachers. Others have developed an integrated administrative unit called the "instructional materials or media center," which furnishes those services usually associated with the library and, in addition, provides a wide variety of audiovisual services. The criteria that follow are intended for the evaluation of the entire range of educational media services, regardless of the degree to which their administration has been unified.

Staff Rationale: Professional media staff, assisted by technicians and aides, make unique and vital contributions to the total educational program of the school. Staff in sufficient number and with a variety of competencies is an indispensable part of a functional media program. Personnel qualified to implement the many diverse services are essential for the selection, organization, and effective use of a wide variety of educational media.

Fundamental	Substantial	Exemplary
Certified building level library/audiovisual specialists are provided with a minimum of one-half time allotted to their duties.	Certified building level library/audiovisual specialists are provided on a full-time basis at a ratio of one for each 500 students, and are supported by clerical workers, paraprofessionals and student aides.	The school district's total instructional media program is under the direction of a full-time certified Instructional Media Director. In each building have a student population of 300 or more, full-time certified library and audiovisual specialists, supported by clerical workers, paraprofessionals, and student aides, coordinate their services to provide learning opportunities for all students and teachers.

Duties performed for students and teachers are aimed at providing media services with minimum staff, facilities, and released time for leadership.	Duties performed by media specialists are consistent with those outlined in the state's STANDARDS FOR SCHOOL LIBRARY/MEDIA PROGRAMS. (See section: What the Library and Audio-visual Programs Do.)	Duties performed by media specialists reach beyond those recommended in the state's STANDARDS FOR SCHOOL LIBRARY/MEDIA PROGRAMS. (See section: What the Library and Audio-visual Programs Do.)
Supportive staff consists of part-time clerical assistance and student aides.	Supportive staff includes one clerical worker for every professional media specialist and paraprofessionals and student aides in numbers consistent with the student population and the scope of the local program.	Supportive staff includes clerical workers, paraprofessionals, and student aides beyond the requirements of the state's STANDARDS FOR SCHOOL LIBRARY/MEDIA PROGRAMS who are competent in performing such duties as: Typing, keeping records, sending notices, opening mail, handling office circulation routines, reading shelves, shelving and filing materials, operating audiovisual equipment, producing and duplicating recorded materials, inspecting and repairing films, mounting pictures and transparencies, maintaining appearance of quarters, repairing minor damage to materials, assisting in ordering and processing of materials and preparing bulletin boards and displays.
A minority of teachers has obtained formal preparation in the selection, utilization and evaluation of learning resources.	A majority of teachers has obtained formal preparation in the selection, utilization and evaluation of learning resources.	All teachers have had formal preparation, in the selection, utilization, and evaluation of all types of learning resources including a minimum of one bona-fide college-level course in instructional technology or its equivalent in business, industrial or military training.

	Technical design, innovation and periodic maintenance is provided on a "when needed" basis by outside personnel.	Sophistication of media programs (television random access, student-response, etc.) receives the services of trained technicians who assure reliable, uninterrupted use of such facilities.

Program Rationale: Part of the media program's responsibility is to provide for the evaluation, selection, and organization of a collection of high quality print and audiovisual material and equipment. In addition, it serves in instructional program by working closely with teachers and students in utilizing media and modern techniques to improve educational opportunities.

Fundamental	Substantial	Exemplary
There is a lack of inservice education in media program because of the inadequate media staff capabilities.	The professional media staff is available to assist teachers and supervisors in inservice education activities relative to the use of media.	The professional media staff is involved in planning and conducting continuous inservice education activities concerned with the selection, development, production and use of all types of media.
The media staff has the potential to provide alternatives in teaching-learning situations that are designed to allow for variations in the rate of learning and needs and interests of the students.	The media staff is asked to provide alternatives in teaching-learning situations that allow for variations in the rate of learning and needs and interests of students.	The media staff provides modes of individualized instruction to accommodate the variations in the rate of learning and needs and interests of students.
Teachers have not been encouraged to use the media services because of the lack of information about its use.	Attempts have been made to acquaint teachers with the media services available to them.	Teachers and students are encouraged to use the media services through a program to acquaint them with its use as an integral part of instruction.

The media specialist and his professional staff are involved with teachers, supervisors and curriculum workers in planning for the use of media in the instructional program on a limited basis.	The professional media staff is involved with teachers in planning for the use of media and in producing additional materials for the instructional program.	Educational media personnel are available and called upon for consultative assistance in the use of media, such as involvement in decision-making activities relating to the production and use of media in the instructional program.
Limited production facilities are available for teachers and students to produce their own materials.	Media personnel, teachers and students, produce educational materials on a limited basis because the media staff is restricted to the extent that all demands for production can not be met.	Media personnel, teachers and students produce a variety of educational media not otherwise available, and meet production demands for such media as films, filmstrips, slides, graphics and recordings.
The media center staff provides inservice training to faculty and students upon request or as the needs are shown.	Inservice training is regularly provided in the production of all teaching aids, the operation of equipment and the K-12 library skills program.	A continuous inservice program is conducted at all levels to develop staff competency in the selection, development, production and utilization of all types of media, the library skills program with relationship to the total school curriculum.
The media program consists of housing media materials at individual buildings in an effort to serve the needs of the students and faculty based on the present facilities and curriculum.	The media program is student and teacher oriented, emphasizing those services that promote individualization of instruction, co-ordinated on a district-wide basis.	A well-balanced, directed media system serves the needs of the students, faculty and community by developing new innovative programs and experimenting with new methods and technology.

Each school has a library/audiovisual program administered at the school level by assigned personnel.	Each school operates its own media program under the direction of certified library/audiovisual specialists. (See STANDARDS FOR SCHOOL LIBRARY/MEDIA PROGRAMS.) The district media director provides consultation and coordination with the other media programs of the district.	The media program contains a central IMC with related services, such as a film department, production facility, etc. directed by a library/audiovisual specialist. His office provides consultation on budgetary questions, assists in planning new programs and provides overall district program coordination, and the cooperation with other community agencies such as public library and CESA.
Each building instructional unit develops its own educational media budget.	The media budget is planned with assistance of a media specialist.	The budget meets the media needs of the entire school system and is developed by the professional media staff in consultation with teachers, principals and other school administrators.
An expenditure of $5-10 per pupil for new library/audiovisual materials is budgeted annually excluding textbooks and the regular cost of maintenance and replacement and initial capital outlay expenditures.	An expenditure of $10 per pupil for new library/audiovisual materials is budgeted annually excluding textbooks and the regular cost of maintenance and replacement and initial capital outlay expenditures.	An expenditure of $15 per pupil for new library/media materials is budgeted annually excluding textbooks and the regular cost of maintenance and replacement and initial capital outlay expenditures. It reflects long-range media plans and includes provision for experimentation and special media for unusual curriculum problems. It is prepared, presented and defended by the director of library/audiovisual services.

Materials and
Equipment
Rationale: A collection of high quality materials and equipment is essential to the instructional program.

Fundamental	Substantial	Exemplary
Selection of instructional media is made by classroom teachers without the aid of any comprehensive media selection policy.	Media specialists provide guidance and assistance in establishing programs and procedures for the evaluation and selection of learning resources.	The school district, through the cooperative efforts of teachers, curriculum personnel, media specialist and students, provide an overall plan with immediate and long-range goals for the selection of materials and the improvement of the instructional program by meeting basic standards and acquiring audiovisual equipment, materials and services as recommended by state and national standards.
The district media center's services and media are accessible to teachers on a limited basis because of inventories.	The location of the district's media center is such that media are readily accessible to teachers. Each school's building-level media center is supplemented by a district center that provides media and services not available from the building-level center. Media equipment in each building and its library is inventoried by the media staff on a regular basis. Media equipment is available to students for independent study in the center. A file for film, television, and other study guides (teacher guides) is available for reference.	The location of the district media center and the presence of building media centers make media highly accessible to all instructional units. Both the district and building media centers are adequately equipped to support a quality instructional program. All media, print and audiovisual, of permanent value are inventoried, classified, and cataloged centrally, regardless of where they are housed. An inventory of equipment, including location and maintenance record, is current. Serial numbers of equipment are recorded on the inventory record.

Media storage facilities are available.	The district media center and all building centers have sufficient storage shelves and drawers for currently owned instructional materials and a retrieval system. Audiovisual equipment and materials are available in sufficient quantity to avoid inconvenience and delay in use.	Storage space, including space for future expansion, is provided in the district media center and in all building centers. Each school media center has a master retrieval system for immediate location of all media.
The availability of materials and equipment from the media center is such that they can only be reserved on a first-come-first-served basis at which time the user must pick up and return the materials and equipment causing delays between requests and availability.	The availability of materials and equipment from the media center meets the quantity recommended by the STANDARDS FOR SCHOOL LIBRARY/MEDIA PROGRAMS permitting deliveries to be made on short notice.	The availability of materials and equipment from the media center exceeds the quantity recommended by the STANDARDS FOR SCHOOL LIBRARY/MEDIA PROGRAMS permitting deliveries to be made when requested.
Equipment is cleaned and repaired after complaints are received by the maintenance staff concerning its inoperable use.	The school district makes systematic provisions for the maintenance and screening of equipment and materials to eliminate worn out, obsolete equipment and keep the equipment in satisfactory operating condition and materials physically usable.	There is a definite, long-range plan, with written procedures, for maintenance, replacement and up-grading of worn and obsolete materials and equipment. Media are inspected after each usage and cleaned and repaired on a regular basis or when inspection indicates the need.

Facilities Rationale: Adequate facilities are a major factor in the functioning of the library/audiovisual program. Spaces for large group, small group and independent reading, listening, viewing and activity must be provided.

Fundamental	Substantial	Exemplary
A minority of classrooms provide for the following: bulletin board and display space, room darkening (complete control of both natural and artificial light sources), ventilation, permanently installed projection screen, 70" x 70" minimum, electrical outlets, front and back of room. Those classrooms that lack these provisions are being modified as funds are made available.	Most of the classrooms provide for the following: bulletin board and display space, room darkening (complete control of both natural and artificial light sources), good ventilation, permanently installed projection screen (70" x 70" minimum), electrical outlets, front and back of room. Those classrooms that lack these provisions are being modified on a planned program to be completed in three years.	Classrooms provide for the following: bulletin board and display space, room darkening (complete control of both natural and artificial light sources), good ventilation, projection screen (70" x 70" minimum), electrical outlets, front and back of room.
Provisions for receiving broadcast television are available in each school within the district.	Facilities for receiving broadcast television are available in most classrooms.	Facilities for television reception (off the air and closed circuit) are available in every classroom in the district.
The media center located in each building has limited facilities for reading, viewing and listening.	The media center in each building is accessible to students and teachers and is equipped with suitable stocking, cabinetry, wiring, tables and chairs for reading, listening and viewing, a conference room and carrels for individual study.	The media center is the central core of the building, accessible to all students and teachers, designed to permit flexibility with academic areas close by. It provides a wide range of wired user spaces including tables and chairs, conference rooms, electronic carrels and spaces for large and small group meetings. Provisions are made for increased electrical load.
Space is provided for simple graphic and audio production.	Space is provided for simple graphic, photographic, and audio production.	Facilities are provided separately for audio, photographic, and graphic production and for television recording and distribution.

Workspace is provided for the processing of incoming materials and for cleaning equipment.	Workspace is provided for the processing of incoming materials as well as maintenance and repair of materials and the cleaning of equipment.	Workspace is provided for the processing of incoming materials as well as maintenance and repair of materials and equipment with additional space for the simple binding of magazines and the local production of materials.
Facilities provide for traditional storage and retrieval of materials (e.g., shelving, charging desk, etc.). There is at least one storage facility for audiovisual equipment in the building.	Facilities are provided for traditional storage and retrieval of materials, (e.g., microfilms, electronic access to audio materials, wireless listening, etc.), as well as for storage of audiovisual equipment used in classrooms in several locations throughout the building.	Facilities are provided for traditional and newer storage and retrieval systems (e.g., shelving, charging desk, etc.) and for newer storage and retrieval (e.g., microfilms, electronic access to audio and visual materials, wireless listening, etc. and for those envisioned in the future (e.g., automated microfiche, video remote access, cartridge television, etc.). Equipment is stored close to its point of use.
Seating is provided for at least 10% of the students in the media center, with little room for expansion.	Seating is provided for 20% of the students in the media center with exterior space for expansion.	Seating is provided for all students who wish to use the center at any time and in excess of 25% of the student body, and there is room for expansion within the adjoining rooms.
Facilities for a district level media center is being planned.	The district level center provides facilities for the processing of materials, a film library and for graphic production.	The district level center provides facilities for the processing of materials, a film library, graphic, photographic, audio, and television production, inservice workshops for the faculty.

C. Dissemination

1. Vital to the long-range success of Title II is the requirement that provisions be made for communicating information about project activities and results, through publications, opportunities for observation and other methods.

   Since the primary purpose of Title II is to generate and encourage demonstration school libraries, it is important to disseminate information which will create an awareness of need and a widespread knowledge of projects with innovative features. To assure that educational improvements are shared and pitfalls avoided, to stimulate cooperative efforts, and to gain public support for and understanding of Title II activities, the educational community should know about the existence of any significant innovations, creative approaches, or exemplary programs and the public should be informed of activities which are being planned or operated under Title II. Public interest and support is not only desirable, but essential to realization of the goal of phasing out Federal participation in Title II projects through local funding.

   Most dissemination of information will be carried out by the grantees at the local level or by the State Agency as part of its regular functions, according to size, purpose and scope of the project. In many instances, educational and cultural agencies which have participated in planning and/or implementing a project may serve as channels through which the larger public could be informed. The Office of Education will be responsible for national dissemination of information about successful innovations and exemplary programs under Title II.

   Both the form and the extent of information dissemination will depend upon particular aspects of each project, such as the scope and type of activities, geographical area being served, number of participants and whether the grantee is a single school, district, or several school districts.

   Based on specific needs, a statement of State responsibilities follows:

   1. The State agency is responsible for effectively disseminating information to designated publics within Wisconsin, to other State agencies and organizations upon request and to the U.S.O.E.

   2. The State plan must show the methods and procedures which will be utilized to disseminate public and program information of all projects in Wisconsin. These shall include long and short term dissemination strategies. The strategies should be based on:

      (a) needs for dissemination in Title II;

      (b) specific plans;

      (c) detailed procedures of communication;

      (d) evaluation of dissemination efforts.

Identified in the plans shall be:

(a) a review of dissemination needs based on criteria which are the provisions for dissemination in Title II;

(b) a set of goals/objectives of dissemination based on needs;

(c) a set of planning policies for dissemination statewide and with local projects;

(d) lines of authority and responsibilities, and procedures both statewide and locally;

(e) kinds of dissemination and communication media available;

(f) plans for dissemination and other communication efforts;

    (1) statewide

    (2) locally

    (3) information sent to U.S.O.E.

(g) some timetable for these efforts;

(h) a means of evaluation and review of needs for dissemination;

(i) a means of evaluation and review of needs for dissemination of promising practices with the evaluation component of Title II.

3. The State agency shall provide consultation, written materials and seminars or conferences to assist project personnel to plan and implement effective dissemination locally. A goal of this effort will be: to assist project personnel to develop an awareness and understanding of the dissemination commitment in Title II and the role of public relations and dissemination to effect changes as a result of the local projects, hold seminars emphasizing:

    (a) use of community resources to effect educational change;

    (b) understand and practice determining appropriate publics to involve in dissemination;

    (c) theory of adoption process;

    (d) concept of public relations.

4. Effort should be made to develop dissemination activities on the State level consistent with and in support of local Title II projects.

5. Public information dissemination by State agency should facilitate the awareness and support of Title II in the local areas, other states and nationally through U.S.O.E.; and facilitate visibility of all projects of Title II in Wisconsin.

6. The State agency will disseminate program information statewide based on results of evaluation and other information pertaining to such programs or projects which would lead to the adoption of promising educational practices. Program dissemination at the State level is to provide visibility to projects, to effect educational change, which have been evaluated to be of a demonstration nature.

7. State agency shall maintain a record of dissemination efforts both statewide and of local projects for more effective evaluation of dissemination activities.

Sources of Information for Dissemination

What and When of Dissemination

What: When discussing dissemination for ESEA Title II in Wisconsin, there are two kinds of dissemination to consider:

1. Public information - general information which is applicable to the nature of Title II projects, i.e., needs for educational evaluation, overall, specific educational needs in local (and State) areas, what projects, kind of projects, personnel and students involved in the projects, funds granted to projects, relationship to other administrative and organizational groups, facilities, budget, kinds of liaison with other groups, general information about the specific project in local area and development and progress of projects in area.

   Information provided about Title II projects serves to promote a greater understanding of and support for educational programs and policies.

2. Program information - specific information of the projects in the local (and State) education agency. These include the rationale for the project in the specific locale, the specific objectives of the project, the specific program methods and procedures, the staff and youth involvement, evaluation procedures, the kind of data to be generated by the project, and the results of the evaluation.

   Those publics most interested in program information are those in the educational community and its component parts. These publics should include professional and non-professional staffs of public and non-public schools, other cultural and educational resources of the area, and interested groups involved in the educational enterprise. A strategy should be developed for disseminating project information to this public which would include more direct involvement through workshops, in-service, visitations, clinics, or a variety of other kinds of activities of this nature. It should be a responsibility of the person(s) seeking information to define rather specifically the kinds of information he seeks regarding the project. This is especially important when requests for project visitations are made, for without some specific objectives being set down for making a visit, there can be little effective planning for or evaluation of how well needs have been met.

When: Both kinds of dissemination are needed when communicating with most publics. It is rather difficult to separate the two. However, an attempt must be made to separate them for at least two broad reasons.

The first is that when communications are undertaken with various groups the degree of interests they may have in Title II projects may differ. (1) Some groups may want general kinds of information, (2) some groups may want specific information dealing with the program itself, i.e., teachers, and (3) some groups may want some of each depending on the developmental stage of the project. When a civic groups asks for information on what is Title II?, general information may be appropriate. However, the civic group may be interested in determining educational needs of the community and may ask for specific project information. The project information itself may be combined with public information if time and interests permits.

The second is that all projects are in different developmental stages. Some are just talking to local groups to gain support to plan for writing a proposal for Title II funds. Here only public information kinds of data can be realistically provided.

The consideration then is on how much can projects say and when is it appropriate to say it. There is a wealth of information which can be said in the beginning stage or a project that is public information and very little program information. As a project develops, evaluation is made, the program generates data and information which can be disseminated. Thus more emphasis would be put on program information in later stages of a project, however, a continued effort to include public information must be made to provide the proper focus for Title II.

Specific Publics of State Dissemination

Internal Publics

- Staff - Title II
- Readers of Proposals
- Project Directors and Administrators/and Staff
- State Administrative Staff - Department of Public Instruction
- Local Education Agencies - Principals and Superintendent, Librarians, Teachers
- Non-public Schools
- Institutional Schools
- Staff Members and Other Title Projects
- Federal U.S.O.E.

External Publics

- Service Organizations
- Professional Organizations
- State Associations
- Teachers of Elementary and Secondary Education in Wisconsin Colleges and Universities
- CESA Directors
- US Senators and Congressmen
- Wisconsin Senators and Congressmen
- The Governor and his Cabinet
- State Libraries and Depositories
- P.T.A.'s in State
- Communications Media - Press

Timing of Dissemination

A decision as to when to disseminate is one of the key elements of communication strategy. There are three patterns in dissemination which have been identified in the communications field. (1) Seasonal, (2) Steady, (3) Pulsation. The rationale of each is presented below.

The *seasonal* program is one in which events, such as library opening or special events, at certain periods of the year are times in which the publics are more aware and receptive of educational activities. This is comparable to advertising for the Christmas and New Year holidays. Advertising geared to this season relates in the publics' minds. This can be contrasted with trying to sell potential Christmas gifts in July. Or, trying to interpret a new educational program during the election news. Many times educational information gets buried in the paper, if run in the paper at all, and is not often read or perceived by the public.

The *steady* program is one in which program information is consistently discussed or uniformly distributed throughout the year. This is a difficult strategy to maintain as personnel, news, events may not be consistent throughout the year. A steady program may more readily be planned for internal or project personnel than for external or broader community dissemination. There are certain other habits to contend with also in this scheduling. There are drops, generally, in reading habits in the summer which may effect the continuity of communication.

The *pulsation* method refers to the technique of having several short but intensive bursts of dissemination during the year, each series lasting three weeks to three months at a time. This is sometimes referred to as "waving." It reflects heavy periods of activity of a project. It is not the best method but a lesser of two evils when a more consistent pattern of effort is either unaffordable or may lack effectiveness.

These three forms of timing of dissemination should be considered as dissemination in local areas is planned. It is conceivable all three forms may be used with different publics, i.e., for teachers in project, steady program; for general public, pulsation; for local school board, the seasonal form.

There are also many one spot occasions for dissemination, i.e., at a Kiwanis Club Meeting, which do not fit into these three program timing areas but which should be considered.

The particular programs identified here are only guides to planning, but timing as such should be part of an effective dissemination strategy.

Considerations for Planning Local Dissemination Strategies

Dissemination is a Process of Sharing in Innovation

1. Planning for Local Dissemination
   a. Internal communication of project staff is included;
   b. Funds budgeted;
   c. Involvement of users of dissemination in planning;
   d. Recognition of differences in local communities - meaning differences in kinds of dissemination;
   e. Coordination and cooperation with other information services;
   f. Awareness that conflicts may exist - some possible resolves to the conflict - because of project objectives;
   g. Some means of feedback for information from sources;
   h. Total plan is written out.
2. Objectives for Dissemination
   a. Objectives written which include audience reactions, means of communication, timing, and are related to project objectives.
3. Personnel (Disseminators)
   a. Knowledge of change of process;
   b. Aware and sensitive to public response to project.
4. Strategies (Approaches)
   a. Objectives reflect "soft sell";
   b. Approach is flexible and relates to type of project, i.e., teacher-oriented, pupil-centered, etc.;
   c. Consideration of all publics and clientele of project and community is apparent;
   d. Consideration is given to steps in changing behavior;
   e. The techniques and means of communication are appropriate to the project and to availability of media.

5. Communications (Messages)

    a. Based on needs for information by clienteles;
    b. Selected media is appropriate for the message and intended audience;
    c. Messages designed to obtain feedback;
    d. Messages relate information about the project and personnel;
    e. Messages are scheduled for greater affectiveness.

6. Evaluation

    a. Some provision is made to determine if communications are effective, and
    b. if local strategy is effective;
    c. Provisions are made for keeping State agency aware of evaluation and dissemination efforts and information.

2. The relationship of ESEA Title II to the Right to Read effort was interrupted in Wisconsin through the State Right to Read Committee. The Title II Program Administrator participated in all of the committee meetings. One of the priorities of the Title II program was that of Special Projects relating to the Right to Read and emphasis was generated from the Title II office by mailings to all educational agencies throughout the state.

    The State Superintendent of Public Instruction set the Right to Read as one of his priorities for the fiscal year.

3. The reaction from the educational community and the general public regarding ESEA Title II has been positive and enthusiastic. This is evidenced from the amount of applications for Special Project monies. There were 200 applications for 80 projects. With Title II acting as the incentive there were 20 new elementary libraries established where none existed previously. Non-public schools used Title II materials to upgrade their programs and used the maintenance of local effort clause to encourage local support for their programs.

D. Needs

1. Evidence of need for instructional materials in Wisconsin continues to be on the elementary level. Wisconsin has 700+ elementary buildings without central library service. The greatest need for type of materials continues to be that of AV materials. The thrust of NDEA for the purchase of AV equipment has generated this need for AV materials. The greatest need by way of subject area is that of reading and social problems.

2. The manpower needs for school media programs on the state level result from the inauguration of Wisconsin Educational TV-Radio Network. The development of this network provides a challenging opportunity to use it for the improvement of education within the state. The Department of Public Instruction is requesting two technical consultants to aid local schools in properly utilizing the potential of the network. Further state level needs for personnel is the need of additional ESEA Title II monitoring ability of special projects.

   The need for qualified AV personnel continues to be crucial in Wisconsin on the building level as well as the need for elementary school library personnel.

ESEA Title II Annual Report

Section 2 - Report of the State School Media Supervisor

A. Program Development

1. As a direct result of ESEA Title II Special Projects during the 1971-72 school year, nineteen full-time professionally qualified school librarians were hired by the public and private schools of the State of Wisconsin. The major emphasis of these projects has been to demonstrate excellent elementary school IMC programs to individual school districts and serve as demonstration centers for the region. In addition to this there were approximately 24 new library positions added in the State for the last school year. An estimate would indicate that at least this number of aides were hired to help in the development of instructional materials center programs in the public and private schools across the State. The main thrust of this development has been in the elementary schools, establishing new elementary school IMC's, in most cases, where none existed before.

2. One of the major thrusts for the inservice education of practicing school librarians and audiovisual specialists has been the use of the State Educational Telephone Network (ETN). This party line reaches out to almost 200 outlets in the State of Wisconsin. Last year's programs reached over 220 participants in 51 cities for a total of 12 hours of ETN inservice work. The titles of the 6 two hour programs were:

   (1) THE ROLE OF MEDIA IN MODERN EDUCATIONAL PROGRAMS

   (2) THE STAFF TO DO THE JOB

   (3) BUILDING RELATIONSHIPS: LIBRARY PERSONNEL/FACULTY/ADMINISTRATORS

   (4) SELECTING MATERIALS: CRITICAL HEALTH AREAS AND ENGLISH

   (5) THE RIGHT TO READ PROGRAM

   (6) DEVELOPING UNDERSTANDING OF THE SCHOOL LIBRARY/MEDIA PROGRAM

   Since the beginning of the ETN programs almost five years ago, over 9,000 man hours of inservice have been conducted with the major emphasis on developing the modern concept of an instructional materials center and acquiring, organizing, and administering the collection and program of such a center to contribute to the instructional program of the school. Six programs for this year all revolve around the topic of acquiring and organizing, cataloging and processing, and administering the materials collection of the IMC. The eighth annual school librarians' institute at the University of Wisconsin, Madison, June 14-16, had as its focus school library problems and an attempt to develop improved techniques for identifying problems and arriving at solutions in order to develop more effective programs.

   In addition, 36 inservice workshops have been held at school district, CESA, and State level to help library/media specialists become more skilled in the evaluation, selection, organization, and administration of print and audiovisual materials collections. For the past two years the Wisconsin Association of School Librarians has been working on a manual for cataloging, processing, and administering audiovisual materials. That catalog was completed this summer and mailed to schools in September, 1972. It provides a

Section 2 - Report of the State School Media Supervisor, continued

model for organizing audiovisual materials and endorses integrated shelving and open accessibility to all materials in school IMC's in Wisconsin.

3. ESEA Title II has made a substantial contribution to the selection of materials of high quality for the public and private schools of the State. Through inservice workshops held around the State of Wisconsin, funded by Title II during the past school year, over 1200 people including librarians, audiovisual personnel, principals and superintendents were brought together to work on developing effective IMC programs. Schools which had ESEA Title II Special Projects were brought in to explain how they went about assembling a building collection and developing their program.

4. A substantial part of the time of the State School Library/Media Supervisor is spent in consultation with local school districts, developing and improving the instructional materials programs, K-12. Part of this time has been involved in on-site consultation with principals, curriculum people, administrators and media staff in developing proposals for special project applications for ESEA Title II. During the previous year there were over 260 applications for special projects from the public and private schools in the State. In at least ten cases administrators came to the State Department of Public Instruction for consultation on developing special projects for ESEA Title II. The Title II criteria urged school districts applying for special projects to identify very clearly the objectives of the IMC program, and to relate these to the overall State objective of providing excellent instructional materials services for all young people.

5. Inservice training sessions at the State, regional, CESA, district and building level have continually emphasized the importance of the IMC providing free access to print and audiovisual materials in the schools. The STANDARDS FOR SCHOOL LIBRARY/MEDIA PROGRAMS, 1972-75, developed by this Department has a section which emphasizes the need for accessibility and discourages the practice of scheduling classes into the IMC, in favor of a more open access to all students. (Copy of the STANDARDS attached.)

B. Evaluation

1. Information gathered in the 1966-68 and 1970 ESEA Title II surveys indicates clearly a massive trend toward bringing together print and audiovisual materials and making this full range of materials available to students and teachers through the instructional materials center. In the 1966 survey approximately 56% of the schools housed print and audiovisual materials together. By 1970 this figure had jumped to about 77%. At the present time a form which will bring these statistics up to Fall, 1972, is being sent out to the schools and present projections indicate clearly that the great bulk of the schools in the State will be administering school libraries as instructional materials centers with both print and audiovisual materials included in the program.

2. The size of the collection of the most commonly available print and audiovisual materials continues to grow in Wisconsin schools. The Fall, 1970, ESEA Title II survey indicated that there was an average of 10-13 books

Section 2 - Report of the State School Media Supervisor, continued

per student at the elementary, junior and senior high school level across the State in schools reporting centralized facilities. There is still a desperate shortage of audiovisual materials and this is being clearly shown by the fact that approximately 80% of ESEA Title II money during the past school year was spent for audiovisual material and about 20% for print material. Title II funds are being used by many junior and senior high schools to purchase microform material, particularly magazines, and in some cases, back issues of newspapers. Paperback books are becoming an increasingly common part of the collection of materials in IMC's at all levels. This is particularly true as good, new material becomes more widely available in paperback at the elementary level. Multi-media kits of all kinds are becoming far more prevalent as well as increased use of games of various kinds to help teach concepts in the area of language arts and mathematics.

3. There is ample evidence that instructional materials purchased with Title II funds had a very substantial impact on programs which stress individualization, inquiry and independent learning, particularly in the elementary schools across the State. Wisconsin has been a national leader in developing and disseminating the concept of the Individually Guided Education/Multiunit Schools-Elementary (IGE/MUS-E) of which there are something over 200 in the State at this time. As the Department personnel who work with the Research and Development Center at the University promote the development of IGE programs, they emphasize the essential nature of excellent instructional materials services as part of developing a student-centered, inquiry-oriented IGE program. At the secondary school level many of the programs across the State are moving toward modular scheduling and increased emphasis on independent study by young people. Clearly, the realization comes through that, if you de-emphasize classroom-centered and textbook-dominated instruction, the program of independent study must be heavily based upon excellent instructional materials support for the learning activities in which the young people are engaged.

4. Through the provision of funds to purchase materials Title II has made a definite contribution to innovative curriculum and instructional techniques. Two programs of particular interest in this area are the Lincoln Elementary School project, Stevens Point, where Title II provided a special project to purchase library materials on which the classroom reading program was based. Using consultant's help from the University at Stevens Point, the faculty was given inservice in moving away from reading texts and into the practice of using library materials of all kinds as a basis of the reading program. Very exciting and successful results have come out of this program and generated great enthusiasm for this approach in Stevens Point schools. Another significant program was a Right to Read special project at Sherman Junior High School in Madison. Parent tutors were tied into this project which involved the purchase of a great deal of high interest, low vocabulary reading materials and audiovisual materials to stimulate the young people to greater interest, appreciation and skill in reading at the junior high school level.

5. Title II has continually supported special education programs for students in correctional institutions and schools for the mentally and physically handicapped across the State. The school programs which encompassed people in institutions in the K-12 area have always received basic allocations from ESEA Title II and they did again during the past year. Three special projects

Section 2 - Report of the State School Media Supervisor, continued

were granted this year to schools in this category. Two schools for the mentally handicapped, the Syble Hopp School at De Pere and Northern Colony, both having young people in the K-12 range with a variety of mental handicaps, were given sizable special projects to develop instructional materials support for their programs. In addition, a third State institution, the School for the Deaf at Delavan, was given a large special project grant to purchase a collection of print and audiovisual materials to support the program for the young people who are deaf or have partial impairment. This is a State-funded residential school which operates a school year program for students needing such schooling. The Department and Title II worked closely with the School for the Deaf in developing and planning for a new building addition which included a very large, well-equipped instructional materials center which the project was tied into.

6. We have a good deal of evidence from the Title II survey which indicates that Title II is impacting its funds where students who are educationally and economically deprived are attending school. The needs formula developed and computerized by Title II for allocation of funds has confirmed that the greatest need for materials tends to be in the schools with a lack of resources to purchase the print and audiovisual materials needed for the instructional program. These schools have been the ones which consistently receive the higher amount of basic allocation from Title II. Special effort has been made during the past year in awarding special projects to identify those schools with particular needs for material because of inability to provide local resources and this was a very strong consideration in the allocation of over 80 special projects which were granted. Title II has always been a Right to Read program. Every conceivable kind of print and audiovisual material which could be used to remedy major reading deficiencies has been purchased by schools across the State of Wisconsin.

7. During the past year a major revision was made in the State standards for instructional materials centers which are now STANDARDS FOR SCHOOL LIBRARY/MEDIA PROGRAMS, 1972-75, (copy attached). These standards represent a major cooperative effort by the Wisconsin Association of School Librarians, the Wisconsin Audio Visual Association and the library and audiovisual supervisors in the DPI to work to develop standards which would spell out the elements of a high quality instructional materials program for all young people in the State of Wisconsin. Standards were finished and mailed to school districts this spring with over 4,000 copies being distributed to school buildings, school administrators, library and audiovisual staff members across the State of Wisconsin. As part of this, the ESEA Title II has endorsed these standards as appropriate guides to developing programs in the future. The Department of Public Instruction in this publication has clearly endorsed the instructional materials center as the appropriate way to organize all materials in schools. Evidence in the field, in the form of observed collections which are increasing in size and continued program development which is taking place offers very encouraging support for the role that Title II has played in establishing new instructional materials centers and in greatly improving the variety and quality of the collections of materials available to young people in the public and private schools across the State. Many comments, particularly from the principals, are significant in that they reinforce the great importance of

Section 2 - Report of the State School Media Supervisor, continued

Title II to them in bringing in fresh new materials and indicating to them the potential for new materials in supporting the instructional program of their school. This is particularly true in the area of audio-visual materials where the great bulk of Title II is now being spent and where we are really showing the potential of the instructional materials center as a vital force in the education of young people.

Section 3 - Report of State Supervisors of Instruction

1. As one of the Department of Public Instruction's supervisors of Instruction and responsible for the IGE program I participated in the formulation of the ESEA Title II program objectives by direct consultation with the Division for Library Services and the program administrator MBO meetings.

2. In the elementary schools of Wisconsin who were involved in the IGE program Title II had a considerable impact on increasing and improving the instructional resources in these buildings. Several model elementary school library facilities were developed and these buildings have had hundreds of visitors who were there to observe both the educational program and the materials which have been developed in the central IMC. Without Title II, it would have been very difficult and in some cases impossible for the local districts to provide comparable materials.

3. One of the programs in the IGE schools involves the teaching of reading skills and considerable assistance has been provided through the development of teacher resource files which identified materials which could be used to teach the necessary skills. Many of the IGE schools used the resource file to identify their deficiencies in materials to teach their reading skills and purchased the suggested printed and audio-visual materials from Title II funds.

4. Many of the IGE schools purchased large quantities of materials for use by individual students. One of the leading activities of an IGE school is to develop students who can work individually, who are self-evaluative and self-directed. Title II funds were exceedingly helpful in providing materials used in individualization of instruction. A number of our IGE schools also use their NDEA Title III funds to provide the necessary hardware to make better utilization of the software.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

ANNUAL REPORT OF FEDERAL ASSISTANCE PROGRAM, ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE II, P.L. 89-10, AS AMENDED

School Library Resources, Textbooks, and Other Instructional Materials

PART I FINANCIAL INFORMATION

FORM APPROVED
O.M.B. NO. 51-R0556

1. STATE Wisconsin
2. ALLOTMENT 2,094,17~
3. FISCAL YEAR ENDING SEP 3 0 1972 June 30, 19____

Read instructions on reverse before completing this form. Attach additional sheets for REMARKS.

4. ☒ ESTIMATED ☒ FINAL
5. ☐ REVISED ☐ OTHER AUDIT CONTROL NO ________

SECTION A - STATE ADMINISTRATION PERSONNEL

CATEGORY OF PERSONNEL a	NUMBER OF POSITIONS FULL TIME b	PART TIME c	FTE OF PART TIME d	TOTAL FTE (Sum of cols. b and d) e
1. ADMINISTRATORS	1			1
2. SUPERVISORS	1			1
3. SECRETARIES AND CLERKS	3	4	1	4
4. OTHER	1/2			1/2
5. TOTAL (Sum of lines 1 through 4)	5 1/2	4	1	6 1/2

SECTION B - STATE ADMINISTRATION EXPENDITURES

OBJECT OF EXPENDITURES	AMOUNT (Rounded to nearest dollar)
1. SALARIES	$ 34,045
2. CONTRACTED SERVICES	600
3. EQUIPMENT	968
4. OTHER EXPENSES	16,644
5. TOTAL (Sum of lines 1-4)	52,257
6. INDIRECT COST ________ % BASE ________	0
7. FUNDS TRANSFERRED TO LEA'S FOR ASSIGNED FUNCTIONS	1,121
8. TOTAL (Sum of lines 5, 6, and 7)	$ 53,378

SECTION C - LOCAL EDUCATIONAL AGENCY ACQUISITION EXPENDITURES

HANDBOOK ACCOUNT NO. a	ITEM b	AMOUNT c	HANDBOOK ACCOUNT NO. a	ITEM b	AMOUNT c
230A	1. SCHOOL LIBRARY RESOURCES (processed and organized) a. BOOKS	$ 243,715	230A	3. OTHER INSTRUCTIONAL MATERIALS (not processed and organized) a. BOOKS	$ 163,947
230B	b. PERIODICALS	2,007	230B	b. PERIODICALS	3,546
230C	c. OTHER PRINTED MATERIALS	41,383	230C	c. OTHER PRINTED MATERIALS	48,388
230C	d. AUDIOVISUAL MATERIALS	729,576	230C	d. AUDIOVISUAL MATERIALS	407,579
	e. TOTAL (Sum of lines 1a, 1b, 1c, and 1d)	$ 1,016,681		e. TOTAL (Sum of lines 3a, 3b, 3c, and 3d)	$ 623,460
220	2. TEXTBOOKS	$ 30,846		4. ORDERING, PROCESSING, CATALOGING AND DELIVERY	$ 16,183
				5. TOTAL EXPENDITURES (Sum of lines 1e, 2, 3e, and 4) MAY NOT EXCEED STATE'S ALLOTMENT	$ 1,687,170

SECTION D - SUMMARY OF EXPENDITURES

	STATE ADMINISTRATION a	LOCAL EDUCATIONAL AGENCY PROJECTS b	TOTAL c
1. ESTIMATED REPORT			
A. GRANT AWARD(S)			2,094,174
B. EXPENDITURES (Same as B-8 and C-5 respectively)	53,378	1,687,170	1,740,548
C. UNEXPENDED BALANCE (Difference between lines A & B)			353,626
2. FINAL REPORT EXTENTION OF PERIOD OF TIME FOR LIQUIDATION OF OBLIGATION GRANTED ☐ YES ☒ NO ENDING DATE OF EXTENDED PERIOD ________	STATE ADMINISTRATION a	LOCAL EDUCATIONAL AGENCY PROJECTS b	TOTAL c
A. GRANT AWARD(S) (1970)			982,463
B. EXPENDITURES (Same as B-8 and C-5 respectively)	49,951	915,278	965,229
C. UNEXPENDED BALANCE (Difference between lines A & B)			17,234
3. REVISED REPORT	STATE ADMINISTRATION a	LOCAL EDUCATIONAL AGENCY PROJECTS b	TOTAL c
A. GRANT AWARD(S)			
B. EXPENDITURES			
C. UNEXPENDED BALANCE (Difference between lines A & B)			

D. EXPENDITURES REPORTED AS PART OF THE OE LETTER OF CREDIT SYSTEM ☐ HAVE ☐ HAVE NOT BEEN ADJUSTED. PLEASE FURNISH COPY OF OE FORM 5221

CERTIFICATION - I certify that all the information contained herein is true, complete, and correct to the best of my knowledge and belief.

SIGNATURE (Authorized Official)

DATE

OE FORM 4490, 7/71 REPLACES OE FORM 4490, 6/70, WHICH IS OBSOLETE

INSTRUCTIONS FOR COMPLETING ESEA TITLE II ANNUAL REPORT

Part I Financial Information

Items 1, 2, 3, and 4 at the top of the form must be completed regardless of the type of report being submitted. Sections A, B, C, and D are required for an Estimated Report. For a Final Report or a Revised Report, only Sections B and D 2 or D 3 will be required. Round all figures to the nearest dollar.

INSTRUCTIONS FOR COMPLETING SECTION A

Personnel - Columns b - e: For each category of personnel – administrators, supervisors, secretaries and clerks, and other – report the total number of State agency positions assigned to ESEA Title II. This figure should include all personnel, not just those whose salaries are supported by Federal funds. Convert the positions reported in Column c into full-time equivalents and carry to one decimal place. Report this figure in Column d.

Full-Time Equivalent: To compute "full-time equivalents (FTE)" of part-time personnel, add the total number of hours worked per week by all part-time paid personnel and divide by the number of hours in your full-time work week.

Example:

4 employees each worked 20 hours per week = 80 hours
2 employees each worked 10 hours per week = 20 hours
100 hours

One hundred (100) hours divided by 40 or the number hours in your week equals full-time equivalents.

Line 1, Administrators: Include those professionals who are responsible for such program management functions as preparation of forms and establishment of procedures for program operations, dissemination of information, and preparation of reports.

Line 2, Supervisors: Include those professionals who deal directly with program activities such as those involving assessment of resources, development and revision of standards, selection and use of materials, short and longe-range planning for instructional materials and school media center development, and inservice training.

Line 3, Secretaries and Clerks: Self-explanatory.

Line 4, Other: Include such personnel as consultants, other State staff in research and evaluation, members of advisory committees, fiscal and statistical personnel, and those nonprofessional employees such as truck drivers and technicians who do not fall into the category of secretaries and clerks.

INSTRUCTIONS FOR COMPLETING SECTION B

Object of Expenditures: Report by object class the amount of expenditures charged to ESEA II for SEA administrative activities. *(In completing this part, see Revised Regulations, Section 117.26(a) for definition of expenditures.)* In instances where an indirect cost rate has been negotiated with the Department of Health, Education, and Welfare's Office of Grants Administration Policy, and a charge is being made for such costs, enter on line 6, the rate which has been established, the base to which it is applied, e.g., total direct costs, salaries, etc., and the amount of the charge. Show in Remarks the date on which the rate was approved.

Line 7, Funds Transferred to Local Educational Agencies for Assigned Functions: Report total amount of funds transferred to local educational agencies for administration, in accord with Section 117.21(a) of the revised Title II Regulations. Do not report on this line amounts transferred for acquisitions.

Line 8, Grand Total: The amount reported must not exceed 5 percent of the funds allotted to the State, or $50,000, whichever is greater.

INSTRUCTIONS FOR COMPLETING SECTION C

Items 1 through 3: School Library Resources, Textbooks, and Other Instructional Materials: Definitions are in Section 117.1(s) of the revised Title II Regulations. Report the totals of estimated costs for each category of materials included in approved applications.

Item 4: Report amounts approved in project applications for ordering, processing, cataloging, and delivery.

Item 5: Total Expenditures: Total must not exceed State's allotment.

INSTRUCTIONS FOR COMPLETING SECTION D

1. **Estimated Report** - Enter on line 1A, column c, the total of all notifications of grant award issued by the U.S. Office of Education for the fiscal year. This amount should equal the State's allotment. On line 1B, column a, show the total expenditures for State administration. This figure should agree with the entry in Section B 8. On line 1B, column b, enter the total amounts approved for local educational agency projects. This should agree with amount reported in Section C 5.

2. **Final Report** - Complete Section B, showing amounts actually disbursed, plus charges for indirect costs, if any, in the administration of the program. Enter in Section D, line 2A, column c, the total of all grant awards issued by the U.S. Office of Education for the fiscal year. Enter on line 2B, column a, the total amount charged for administration. The total amount of Federal funds disbursed to vendors or local educational agencies for costs incurred in accordance with approved projects is to be entered on line 2B, column b. Total these amounts, and enter on line 2B, column c. This Total these amounts, and enter on line 2B, column c. This figure should represent the final amount charged to the ESEA II program for the fiscal year for which the report is being made. **Do not include any unliquidated obligations in this amount. All obligations must be liquidated before a final report is filed.** Record the difference between grant awards and expenditures on line 2C, column c. The State's grant award for the fiscal year being reported upon will be reduced by the amount of the unexpended balance.

3. **Revised Report:** If the Revised Report is related to a DHEW Audit Report, enter the DHEW Audit Control Number on the line provided at the top of the page. Only those changes which are responsive to the settlement action requested by the U.S. Office of Education are to be entered. Complete Sections B and D 3, line b, column a, if the requested changes involve administration expenditures. Changes in program expenditures should be entered in Section D 3, line B, column b. The State's grant award for the fiscal year herein reported upon will be adjusted to reflect any difference between the unexpended balance as shown on the Final Report and the unexpended balance as shown on the Revised Report. In line D, check whether the revision in expenditures has been reflected in the reports required under the OE Letter of Credit System *(OE Form 5227, Quarterly Report of Individual Grants.)* If this action has been taken, a copy of the adjusted report should be submitted with the expenditure report. If it has not been done, the report should be revised as soon as possible and a copy sent to the Division of State Agency Cooperation.

CARRYOVER FUNDS

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

ANNUAL REPORT OF FEDERAL ASSISTANCE PROGRAM, ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE II, P.L. 89-10, AS AMENDED

School Library Resources, Textbooks, and Other Instructional Materials

PART I FINANCIAL INFORMATION

Read instructions on reverse before completing this form. Attach additional sheets for REMARKS

FORM APPROVED
O.M.B. NO. 51-R0554

1. STATE: Wisconsin
2. ALLOTMENT: 358,387
3. FISCAL YEAR ENDING June 30, 19__ JUN 30 1971

4. ☒ ESTIMATED ☐ FINAL
5. ☐ REVISED ☐ OHEW AUDIT CONTROL NO ______

SECTION A - STATE ADMINISTRATION PERSONNEL

CATEGORY OF PERSONNEL a	NUMBER OF POSITIONS: FULL TIME b	PART TIME c	FTE OF PART TIME d	TOTAL FTE (Sum of cols. b and d) e
1. ADMINISTRATORS				
2. SUPERVISORS				
3. SECRETARIES AND CLERKS				
4. OTHER				
5. TOTAL (Sum of lines 1 through 4)				

SECTION B - STATE ADMINISTRATION EXPENDITURES

OBJECT OF EXPENDITURES	AMOUNT (Rounded to nearest dollar)
1. SALARIES	$ 13,063
2. CONTRACTED SERVICES	950
3. EQUIPMENT	0
4. OTHER EXPENSES	11,511
5. TOTAL (Sum of lines 1-4)	25,524
6. INDIRECT COST ____ % BASE ______	0
7. FUNDS TRANSFERRED TO LEA'S FOR ASSIGNED FUNCTIONS	(204)
8. TOTAL (Sum of lines 5, 6, and 7)	$ 25,320

SECTION C - LOCAL EDUCATIONAL AGENCY ACQUISITION EXPENDITURES

HANDBOOK ACCOUNT NO. a	ITEM b	AMOUNT c	HANDBOOK ACCOUNT NO. a	ITEM b	AMOUNT c
2[illegible]	1. SCHOOL LIBRARY RESOURCES (processed and organized) a. BOOKS	$ 40,820	230A	3. OTHER INSTRUCTIONAL MATERIALS (not processed and organized) a. BOOKS	$ 34,113
230B	b. PERIODICALS	754	230B	b. PERIODICALS	304
230C	c. OTHER PRINTED MATERIALS	29,944	230C	c. OTHER PRINTED MATERIALS	3,924
230C	d. AUDIOVISUAL MATERIALS	132,512	230C	d. AUDIOVISUAL MATERIALS	81,152
	e. TOTAL (Sum of lines 1a, 1b, 1c, and 1d)	$ 204,030		e. TOTAL (Sum of lines 3a, 3b, 3c, and 3d)	$ 119,493
120	2. TEXTBOOKS	$ 4,517		4. ORDERING, PROCESSING, CATALOGING AND DELIVERY	$ 5,027
				5. TOTAL EXPENDITURES (Sum of lines 1e, 2, 3e, and 4) MAY NOT EXCEED STATE'S ALLOTMENT	$ 333,067

SECTION D - SUMMARY OF EXPENDITURES

1. ESTIMATED REPORT	STATE ADMINISTRATION a	LOCAL EDUCATIONAL AGENCY PROJECTS b	TOTAL c
A. GRANT AWARD(S)			358,387
B. EXPENDITURES (Same as B-8 and C-5 respectively)	25,320	333,067	358,387
C. UNEXPENDED BALANCE (Difference between lines A & B)			0

2. FINAL REPORT. EXTENTION OF PERIOD OF TIME FOR LIQUIDATION OF OBLIGATION GRANTED ☐ YES ☐ NO ENDING DATE OF EXTENDED PERIOD ______	STATE ADMINISTRATION a	LOCAL EDUCATIONAL AGENCY PROJECTS b	TOTAL c
A. GRANT AWARD(S)			
B. EXPENDITURES (Same as B-8 and C-5 respectively)			
C. UNEXPENDED BALANCE (Difference between lines A & B)			

3. REVISED REPORT	STATE ADMINISTRATION a	LOCAL EDUCATIONAL AGENCY PROJECTS b	TOTAL c
A. GRANT AWARD(S)			
B. EXPENDITURES			
C. UNEXPENDED BALANCE (Difference between lines A & B)			

D. EXPENDITURES REPORTED AS PART OF THE OE LETTER OF CREDIT SYSTEM ☐ HAVE ☐ HAVE NOT BEEN ADJUSTED. PLEASE FURNISH COPY OF OE FORM 5227

CERTIFICATION - I certify that all the information contained herein is true, complete, and correct to the best of my knowledge and belief.

SIGNATURE (Authorized Official)

DATE

OE FORM 4490, 7/71 REPLACES OE FORM 4490, 4/70, WHICH IS OBSOLETE

INSTRUCTIONS FOR COMPLETING ESEA TITLE II ANNUAL REPORT

Part I Financial Information

Items 1, 2, 3, and 4 at the top of the form must be completed regardless of the type of report being submitted. Sections A, B, C, and D are required for an Estimated Report. For a Final Report or a Revised Report, only Sections B and D 2 or D 3 will be required. Round all figures to the nearest dollar.

INSTRUCTIONS FOR COMPLETING SECTION A

Personnel - Columns b - e: For each category of personnel – administrators, supervisors, secretaries and clerks, and other – report the total number of State agency positions assigned to ESEA Title II. This figure should include all personnel, not just those whose salaries are supported by Federal funds. Convert the positions reported in Column c into full-time equivalents and carry to one decimal place. Report this figure in Column d.

Full-Time Equivalent: To compute "full-time equivalents (FTE)" of part-time personnel, add the total number of hours worked per week by all part-time paid personnel and divide by the number of hours in your full-time work week.

Example:

4 employees each worked 20 hours per week = 80 hours
2 employees each worked 10 hours per week = 20 hours
100 hours

One hundred (100) hours divided by 40 or the number hours in your week equals full-time equivalents.

Line 1, Administrators: Include those professionals who are responsible for such program management functions as preparation of forms and establishment of procedures for program operations, dissemination of information, and preparation of reports.

Line 2, Supervisors: Include those professionals who deal directly with program activities such as those involving assessment of resources, development and revision of standards, selection and use of materials, short and longe-range planning for instructional materials and school media center development, and inservice training.

Line 3, Secretaries and Clerks: Self-explanatory.

Line 4, Other: Include such personnel as consultants, other State staff in research and evaluation, members of advisory committees, fiscal and statistical personnel, and those nonprofessional employees such as truck drivers and technicians who do not fall into the category of secretaries and clerks.

INSTRUCTIONS FOR COMPLETING SECTION B

Object of Expenditures: Report by object class the amount of expenditures charged to ESEA II for SEA administrative activities. *(In completing this part, see Revised Regulations, Section 117.26(e) for definition of expenditures.)* In instances where an indirect cost rate has been negotiated with the Department of Health, Education, and Welfare's Office of Grants Administration Policy, and a charge is being made for such costs, enter on line 6, the rate which has been established, the base to which it is applied, e.g., total direct costs, salaries, etc., and the amount of the charge. Show in Remarks the date on which the rate was approved.

Line 7, Funds Transferred to Local Educational Agencies for Assigned Functions: Report total amount of funds transferred to local educational agencies for administration, in accord with Section 117.21(a) of the revised Title II Regulations. Do not report on this line amounts transferred for acquisitions.

Line 8, Grand Total: The amount reported must not exceed 5 percent of the funds allotted to the State, or $50,000, whichever is greater.

INSTRUCTIONS FOR COMPLETING SECTION C

Items 1 through 3: School Library Resources, Textbooks, and Other Instructional Materials: Definitions are in Section 117.1(s) of the revised Title II Regulations. Report the totals of estimated costs for each category of materials included in approved applications.

Item 4: Report amounts approved in project applications for ordering, processing, cataloging, and delivery.

Item 5: Total Expenditures: Total must not exceed State's allotment.

INSTRUCTIONS FOR COMPLETING SECTION D

1. **Estimated Report** - Enter on line 1A, column c, the total of all notifications of grant award issued by the U.S. Office of Education for the fiscal year. This amount should equal the State's allotment. On line 1B, column c, show the total expenditures for State administration. This figure should agree with the entry in Section B 8. On line 1B, column b, enter the total amounts approved for local educational agency projects. This should agree with amount reported in Section C 5.

2. **Final Report** - Complete Section B, showing amounts actually disbursed, plus charges for indirect costs, if any, in the administration of the program. Enter in Section D, line 2A, column c, the total of all grant awards issued by the U.S. Office of Education for the fiscal year. Enter on line 2B, column a, the total amount charged for administration. The total amount of Federal funds disbursed to vendors or local educational agencies for costs incurred in accordance with approved projects is to be entered on line 2B, column b. Total these amounts, and enter on line 2B, column c. This Total these amounts, and enter on line 2B, column c. This figure should represent the final amount charged to the ESEA II program for the fiscal year for which the report is being made. **Do not include any unliquidated obligations in this amount. All obligations must be liquidated before a final report is filed.** Record the difference between grant awards and expenditures on line 2C, column c. The State's grant award for the fiscal year being reported upon will be reduced by the amount of the unexpended balance.

3. **Revised Report:** If the Revised Report is related to a DHEW Audit Report, enter the DHEW Audit Control Number on the line provided at the top of the page. Only those changes which are responsive to the settlement action requested by the U.S. Office of Education are to be entered. Complete Sections B and D 3, line b, column a, if the requested changes involve administration expenditures. Changes in program expenditures should be entered in Section D 3, line B, column b. The State's grant award for the fiscal year herein reported upon will be adjusted to reflect any difference between the unexpended balance as shown on the Final Report and the unexpended balance as shown on the Revised Report. In line D, check whether the revision in expenditures has been reflected in the reports required under the OE Letter of Credit System *(OE Form 5227, Quarterly Report of Individual Grants.)* If this action has been taken, a copy of the adjusted report should be submitted with the expenditure report. If it has not been done, the report should be revised as soon as possible and a copy sent to the Division of State Agency Cooperation.

Senator PELL. This concludes today's hearings. The subcommittee will recess subject to the call of the Chair.

[Whereupon, at 12:26 o'clock p.m., the subcommittee was recessed subject to the call of the Chair.]

EDUCATION LEGISLATION, 1973

Elementary and Secondary Education Amendments of 1973 and Better Schools Act of 1973

WEDNESDAY, AUGUST 1, 1973

U.S. SENATE,
SUBCOMMITTEE ON EDUCATION
OF THE COMMITTEE ON LABOR AND PUBLIC WELFARE,
Washington, D.C.

The subcommittee met, pursuant to notice, at 10 a.m. in room 6202, Dirksen Senate Office Building, Hon. Claiborne Pell (subcommittee chairman) presiding.

Present: Senators Pell and Javits.

Senator PELL. The hearing of the Subcommittee on Education will come to order.

Today we meet to discuss the administration's special revenue-sharing bill, S. 1319. These hearings are held specifically at the request of the administration who has suggested the witnesses we will have today. I would hope that today's witnesses would discuss with us the reasons they support revenue sharing as found in S. 1319 if, indeed, they do support it.

More importantly, what educational benefits will accrue to the youngsters in the schools through this method of funding?

I look forward to hearing from our first witness, Mr. John Lucas, president, Association of School Business Officials.

STATEMENT OF JOHN T. LUCAS, PRESIDENT, ASSOCIATION OF SCHOOL BUSINESS OFFICIALS

Mr. LUCAS. Mr. Chairman, it is certainly a pleasure for me to speak to you this morning as president of the Association of School Business Officials. Our concern rests largely with the support of the vehicle by which Federal funds are transmitted to schools. We feel the intent and concept that is found in the bill (S. 1319) is an exceedingly more efficient means by which Federal funds can be distributed to State and local school districts.

The Association of School Business Officials is made up of people in State and local school offices, who are charged with the responsibility of administering the funds. I think our experience would indicate that the duplicity and overlapping that exists within the categorical aid programs that have been developed over the past several years develop an exceedingly large waste factor.

So consequently we believe that a bill such as the Better Schools Act could reduce that duplicity and waste and could develop a more efficient method by which more of the education dollars appropriated could be utilized for their stated purpose.

I would like to cite just a couple of circumstances for you; the first having to do with indirect costs and what I feel is the inequity that is developed by indirect costs, not carried by categorical aid support. I have cited in my prepared statement the school district of the city of Memphis, Tenn. You will observe that they are now dealing with some 95 separate federally funded projects with 37 titles.

In this school district their experience has been that it is necessary to support Federal funding, with local funds in approximately 24 percent of the funds received. These indirect costs are not recoverable under the existing Federal regulations which we feel are overrestrictive.

In addition, they have an independent study, conducted by the firm of Peat, Marwick and Mitchell, which has verified the level of indirect cost that is involved in the administration of the categorical aid projects, in which they participate.

There is a second indirect cost which is much more difficult to establish; however, every school district is faced with a gearing up process and a phasing out process on categorical aid projects, virtually none of which is recoverable. Many times these are extremely difficult and awkward costs to absorb.

School districts that can generate local funds to administer categorical aids are largely those that participate. School districts which would be best served by Federal funds are frequently least able to find the local matching funds. School districts that have a low tax base, are frequently those that the Federal categorical aids are designed to serve, and they are also those that are least capable of providing the matching funds.

I would suggest that you examine the concept of indirect costs, and the formulas that determine the indirect costs allowable in the administration of this act.

Second, and also to support the same concept, I would like to suggest that local school districts and States have been placed under a mandate, if you will, from the Federal Supreme Court via the *Rodriguez* case, to resolve a virtually irresolvable problem. They are to redistribute the tax wealth within the State so that local school districts can provide an equal opportunity for each of the youngsters within those States.

Most States are finding this to be an exceedingly difficult position.

The easy route is simply to provide a least common denominator approach to existing revenues, which tends to frustrate good education. School districts on the State and local level are now faced with the difficult problem of providing equal educational opportunity for kids based upon equivalent local revenue; however, they are without the resources to provide the additional revenue to do the job.

I think our position would be that Federal categorical aids, be they the Better Schools Act or those which presently exist, should recognize the total cost of the projects and not simply the direct costs defined by the projects.

I would suggest that the definition of the purposes of Federal school funds be defined as broadly as possible. This would best serve those school districts which have the least local revenue available to them.

Our position in summary is simply to support the concept of this bill. We feel that it is much more affection and a much more efficient means by which Federal funds could be distributed.

Senator **Pell**. Thank you. I think we all agree that the whole purpose of education is to benefit the youngsters, increase the quality of their education, increase their knowledge, in the directions that government, be it local government, State or Federal responsibility, feels is in the right direction.

What benefits do you see accruing to the youngsters from this change, rather than the one accruing to you, ease of administration?

Mr. **Lucas**. I feel that the youngsters will benefit by a more efficient use of the school dollars that the Federal Government provides. I would suggest that a significant percentage of Federal funds must be matched by local funds in order to adequately administer them. In cases where there are indigent school districts, this simply is not possible.

Senator **Pell**. If you have a school board which is not sympathetic to the problems of the handicapped, or one of the other categorical programs, and there may be only three or four youngsters who fall into that category, what is to prevent them from deciding not to spend these funds for these purposes. Do you believe this will be proper for the local school board for ease of administration to wipe that group out and move on to others for the sake of efficiency?

Mr. **Lucas**. Certainly not. I did not mean to infer that by anything I stated.

Senator **Pell**. I know you did not. Do you not think this would inevitably happen?

Mr. **Lucas**. No. I think that in the main school districts around the country are sensitive to the needs of the kids within their responsibility. I think at both the Federal and State level, it is necessary that there be requirements to meet certain needs that are extraordinary. It may very well cost 10 times as much to educate a child who is physically handicapped as one who is not.

Consequently, a requirement from State or Federal authorities would be necessary to stimulate and or to guarantee educaton in those special cases.

Senator **Pell**. But if you have a requirement for certain categories of youngsters to be educated with certain criteria, that is just another way of providing for categorical programs.

Mr. **Lucas**. Precisely. However, I am suggesting that the value of the vehicle—S. 1319—is that it reduces a significant number, somewhat over 30 acts, into about five categorical aids. I feel however, very strongly that it is necessary to federally subsidize beyond the five categorical aids, if we are to approach the problem or relieving the rather regressive circumstances found at the State and local levels, in the property tax and the local sales tax.

Such funds, added to the categorical aids as defined in the Better Schools Act, would begin to provide tax relief for the States and local school districts and would also be beneficial in providing improved quality for the total school population.

You see, as we define categorical aid for specific groups of children, we are dealing with a relatively small majority of the total. The problem of funding education for all of the youngsters rests heavily on local sources, and those sources are inevitably the local property and sales tax. In States and communities where the voter, by referendum, has an opportunity to approve or disapprove such taxes, they are overwhelmingly defeating those issues. Consequently the quality of education is being depressed as an end process.

Senator PELL. I think you are right there. I think education is becoming a less popular word across the length and breadth of our Nation. Simply look at the results of the bond issues for proof of that. We in the Federal Government face a certain problem. Do we raise money and then simply turn it over to State and local officials, some of whom are excellent and some of whom are not, for spending. Rather than that, perhaps we should widen the base, let them have the tax base and take the responsibility. Have you ever thought of that?

Mr. LUCAS. You are referring to revenue sharing?

Senator PELL. No. Perhaps the Federal Government should turn over to the States and localities, certain bases of taxes, and let them do both taxing and spending. What bothers some of us in the Congress is the idea of taxing and then turning the money over without controls. In that case we act really as a tax collector for the local communities.

Mr. LUCAS. Of course I feel that the most efficient and the least regressive tax is the Federal income tax. If a portion of the Federal income tax could be returned to the States and/or local communities for the purpose of reducing the locally regressive taxes, I think that it would both serve that purpose and improve the quality of education, perhaps by the most efficient means by which it can be accomplished.

Senator PELL. Thank you very much indeed for your statement.

[The prepared statement of John T. Lucas follows:]

STATEMENT

of

JOHN T. LUCAS, PRESIDENT

of the

ASSOCIATION OF SCHOOL BUSINESS OFFICIALS

submitted to

SENATOR CLAIBORNE PELL, CHAIRMAN

of the

SENATE EDUCATION SUB-COMMITTEE

WASHINGTON, D. C.

AUGUST 1, 1973

Mr. Chairman - Members of the Senate Education Sub-Committee. It is indeed an honor and a privilege for me, in behalf of the approximate 4,000 members of the Association of School Business Officials (ASBO) to be afforded the opportunity to submit to you a statement which has as its purpose that of supporting the intent and concept outlined in the proposed "Better Schools Aid Act", if it were adequately funded. As President of ASBO, I speak as a representative of school business officials, whose vital management responsibilities include budgeting, purchasing, accounting, disbursement, warehousing, personnel, insurance, school food services, transportation, school buildings, and real estate (school site acquisition and disposal).

ASBO, as an organization, has sought by design to position itself outside the arena of educational policy formation at the national level until recently. The dramatic increase in Federal Categorical Authorization and Funding of Education Programs has caused us to re-examine our professional posture, purpose and future activities. In short -- every educational program, whether it be state, local, federal or private foundation funded -- impacts upon school business officials!! Each is separate, unique in design, complete with application format, evaluation, financial accounting, etc. However, each has the goal, objective or purpose, if you will, of contributing to a better education of the school children of the nation.

Appropriations for categorical programs should be sufficient to provide for federal program outcomes expected from parents and taxpayers. Sufficiency requires that all program costs be funded if the program is intended to meet the categorical objectives of congress and federal agencies. When school districts and states are required to provide "matching funds" either on a direct or indirect cost basis, the economically disadvantaged school districts and states cannot participate -- the poor get poorer and the rich get richer.

There is great need for program consideration. For example, look at the school district of Memphis, Tennessee -- 140,000 pupils, 5,500 teachers, and 4,500 other personnel. Last year, under 18 -- mind you 18 different Public Laws, and 37 Titles therein, the system operated 95 different Federally Funded Projects -- with approximately $19.5 million. The dollars were indeed great to have as a supplement -- but it cost Memphis to spend the federal dollar!! What do I mean by that statement? There is no way, within the current, overly restrictive federal regulations and state guidelines that a school district can plan for and cover and claim all costs incident to the administration of current multi-categorical federally funded programs. Small school districts tend to be in an even more difficult position in recovering full costs.

Narrowly conceived categorical programs should not continue indefinitely. A program should have specific objectives with measurable outcomes. When these outcomes are met, the program should be discontinued and, as necessary, new ones initiated. On the other hand, federal revenues are required for more broadly conceived programs and for general operations.

Sharing revenues of the United States with the state and local educational agencies is essential to a sound fiscal policy for education. Regressive sales and property taxes cannot continue to be the major source of revenue for the education of the elementary and secondary school students in America. The inequities in application of the property tax has led to an estimated 52 suits in state and federal courts in 31 states, and since August, 1971, federal state courts in California, Texas, Wyoming, Michigan, Minnesota, Kansas, Arizona, as well as New Jersey, struck down the property tax for school financing. The federal income tax is yielding such a large share of tax receipts of all types in the United States that it provides the only practical source of revenue for education if local regressive taxes are to be reduced as they should be in most states.

Now, where are we? We are at the crossroads of either supporting continued proliferation of categorical aid to education or consolidating programs into a "service delivery vehicle" like "The Better Schools Aid Act", followed by a strong effort to achieve adequate levels of funding.

Thank you.

Senator PELL. Our next witness is Mr. Alfred McElroy, chairman, National Advisory Council on the Education of Disadvantaged Children.

Senator JAVITS. Before Mr. McElroy starts, let me say that he has a very distinguished board, of whom some of the members are well known to me, notably Maurice Rosenfeld, chairman of the board of Equitable Bag Co., of New York, and of course, Dr. DeMarco, who is a very well-known New Yorker, of Finch College. I just thought the committee should note that in terms of the background of the organization for which Mr. McElroy speaks.

STATEMENT OF ALFRED Z. McELROY, CHAIRMAN, NATIONAL ADVISORY COUNCIL ON THE EDUCATION OF DISADVANTAGED CHILDREN

Mr. McELROY. Thank you, Senator Javits, and thank you, Mr. Chairman.

Mr. Chairman, my name is Alfred Z. McElroy, and I am chairman of the (President's) National Advisory Council on the Education of Disadvantaged Children.

The NACEDC is the statutory, presidentially appointed council charged with the review and evaluation of programs until title I ESEA and other federally funded programs serving disadvantaged children, including the poor, handicapped, delinquent, migrant and other children found to be educationally deprived. Our Council budget is drawn from title I ESEA funds and our 15 members include educational professionals from every level of the education process, a juvenile court judge, civic leaders, businessmen, five women and significant representation from black, Spanish speaking, appalachian, oriental, and other minority and ethnic communities across America. In the interest of conserving time, I have attached to my testimony a list of the NACEDC membership, including their occupational and geographic backgrounds and terms of service.

The Federal Advisory Committee Act of 1972 has greatly strengthened the existing 21 Presidential councils, by guaranteeing staff and financial support as well as statutory independence. In addition, Public Law 91-230, the General Education Provisions Act required our members to have staggered 3-year terms. Therefore, at this time, due to applicable legislations, our Council enjoys a national perspective of professional educators and interested laymen with the guaranteed protection of terms of office and a statutory obligation.

This is important to note at this time, because our testimony which follows is a positive statement about concepts and contents of the Better Schools Act. Our Council has always taken a constructive role with regard to pending legislative and regulatory alternatives for compensatory education.

We have determined through experience what we feel the minimum role of the Federal Government to be with regard to the educationally disadvantaged, and we reported those findings in our 1973 annual report. The folder we have provided to you contains our reports, and a study of the Better Schools Act which we prepared for Secretary Weinberger for a June meeting this year. We have made this full package available to your staff on a periodic basis, including the minutes of our frequent meetings.

There is a wide range of legislative alternatives in the House and Senate at this time, and the Council is comparing its minimum mandates with each individual piece of legislation. You have asked us here to express our views on the administration's Better School Act, S. 1319, and Senator Javits' bill, State Education Finance Assistance Act of 1973, S. 1900.

In February the Council testified in depth before the General Education Subcommittee of the House on H.R. 69, an extension of the ESEA until 1978, and introduced the Council's minimum mandates at that time.

The Council spent its report year visiting with parents, professionals, local and State administrators and Federal officials learning what they thought to be the minimum components of a good compensatory education effort. Using this information as the Council made its site visits, the Council developed a list of requirements which they would use in order to evaluate the pending legislative alternatives. For your convenience, I will list them at this time:

The NACEDC recommends that any compensatory education effort contain—

1. A comparability of services requirement, to insure that local moneys are not supplanted by Federal funds.
2. Districtwide parent advisory councils, to insure local accountability among the parents of the children to be served.
3. Public information access, in order to provide appropriate data to the public to properly evaluate the success of the program, so long as individual student privacy is respected with regard to specific information.
4. A nonpublic school bypass, to provide relief in cases where the Assistant Secretary determines that a district has failed to provide comparable services to children enrolled in the private schools, or where State laws prohibit such service.
5. Migrant program guarantees, to provide the nearly 500,000 migrant children equal educational opportunity through maximum use of the uniform migrant record transfer system.
6. Enforcement procedures, to provide services to children when there is a breakdown in the State-Federal delivery system, and to provide compensation to the Federal Government for misspent funds.
7. Fiscal audits and maintenance of effort, to monitor the accurate expenditure of funds according to the law, and to insure the supplementing, and not supplanting of local funds with Federal resources.
8. Concentration of funds, to maximize the use of the limited dollars available so that significant gains in performance of the children is noted.
9. Maintenance of local initiative, to develop programs which meet the specific educational needs of educationally deprived children, as long as parents of affected children have been actively involved in the needs assessment and the operation and evaluation of the program.
10. Desegregation guidelines, so that school districts which are engaged in the administration of desegregation plans can serve the participating children without unnecessary resegregation.
11. Program reviews, which provide technical assistance and expertise to the local administrators and States, while ensuring that audits properly reflect legislated intent.

After examining the Better Schools Act, as we did when we prepared a study for the Secretary of Department of Health, Education, and Wefare, Caspar Weinberger, delineating our points of agreement and points of departure with recommendations for improvement, we discovered that an objective review illustrated that most of our minimum requirements were contained in the bill.

We feel that some progress has been made in modifying those sections which were omitted. We have just learned that negotiations have been fruitful on the issue of parent involvement, and that an administration supported amendment is being introduced this week strengthening parent involvement with parent advisory council structures, by legislatively mandating their existence in H.R. 69.

There are other items which we are discussing in the Better Schools Act and which we feel need revision. The migrant program is deficient and needlessly competes with State programs for neglected and dependent children. The nonpublic school bypass needs strengthening to include a provision for circumstances in which State law prohibits such service. Program reviews and technical assistance from the Federal level in compensatory programs are not discussed in the Better Schools Act.

In reviewing the Better Schools Act further, Council members noted that whereas the act provides for local educational agencies to meet comparability requirements, evaluations and concentration of funds, the act lacks a precise provision that would insure maintenance of effort.

The Council applauds the Better Schools Act for its realization of the importance of necessary components to protect the educationally neglected child. A maintenance of effort provision would insure that previous levels of State and local funding for education are maintained and are not reduced or replaced by Federal funds. However, without the maintenance of effort provision, funds directed toward compensatory education could be greatly reduced.

The inclusion of the maintenance of effort provision within the Better Schools Act would enlarge the definition of noncompliance. The Council commends the Better Schools Act for its stiff penalties for noncompliance; however, a maintenance of effort provision would strengthen the implementation of the act and the use of Federal moneys for national concerns with local program designs.

The second sentence of section 9(b), line 2 on page 18 of the Better Schools Act should be amended by striking out the "period" adding a "comma" and inserting "local educational agencies funds earmarked for education will not be used otherwise once Federal funds are appropriated."

However, the major issues which the Council has learned contribute to a successful compensatory program are included in the Better Schools Act, in fact, 10 of the 11 requirements we have established are present.

In the interest of conserving your valuable hearing time, I will not delve into the details of our Better Schools Act study, which you can read at your convenience.

In summation, these are the points of agreement we share with the Better Schools Act:

STATE ROLE

The Council concurs with the philosophy of the Better Schools Act that the Federal role in the education of American children is to assist the State and local communities in areas of special national concern. It is critical that the responsibilities of the Federal Government include sharing of the costs with the States and local communities for these goals, and that the Federal funds be the catalytic agent stimulating State activity.

According to State title I coordinators, only 13 States fund compensatory education programs from their own resources at this time. The State expenditure this year is $350,000 less than the State contribution last year, a decline of 20 percent. The fiscal year 1973 spending level by all 13 States is $147,976,998.

The 1973 Annual Report of the National Advisory Council on the Education of Disadvantaged Children has a recommendation dealing with incentives for State expenditures in its school finance section, pages 68–75. I specifically refer you to page 74 for a discussion of a proposal for a matching system for compensatory education funding.

EDUCATIONAL PROGRAMS FOR DISADVANTAGED CHILDREN AS A PRIORITY

The Council has determined that it is necessary for the Federal Government to take such steps as are needed to ensure that aid to educational programs for disadvantaged children as a priority is inviolably provided and legislatively guaranteed as a first priority. The Better Schools Act does that.

CONSOLIDATION

The Council is in agreement that consolidation of some existing grant programs which serve educationally deprived children is appropriate, as is a consolidation of other related education programs.

This is one area in which the administration has provided leadership and has generated a bipartisan response. At issue now is which of the Chinese menu of alternatives and combinations would most effectively serve the children.

As the permutations will be very fluid in the next few months, we would welcome the opportunity extended to us by your staff to work with you to iron out the details of the best consolidation plan for maximum effectiveness.

However, the Council's attitude at this time favors a move to grant consolidation.

COGNITIVE SKILLS

The 75 percent emphasis in the cognitive skills mandated by the Better Schools Act is in tune with the desires of parents of disadvantaged children. Oregon Superintendent of Public Instruction, Dr. Dale Parnell, has stated in his recent testimony to the General Subcommittee on Education in the House that, "We emphasize basic skills because the students who master them develop pride and a positive self-image, and because they are the prerequisites to all other learning."

The Council agrees with both the parents and the administrators on this issue, and again we see an area in which the Better Schools Act is in tune with current educational preference.

CONCENTRATION

Concentration requirements of the Better Schools Act are stricter than in ESEA, and the Council favors this tough approach. It is difficult to leave out children needing service, especially when merely 40 percent of those eligible receive such compensatory services at this time. However, we expect to see a correlated raising of the attainment of the children to be served so significantly as to make this emphasis worth it. Local districts which have concentrated to this degree are more successful with their programs than those in which the services are dissipated among more children. Schools which concentrate heavily can spend upwards of $250 extra per child for compensatory services.

ELIGIBILITY

The Better Schools Act not only raises the income level for eligibility, but according to Secretary Weinberger's testimony, it also takes into account the Orshansky index, which realistically takes note of family size in the determination of poverty status.

Raising the income level to the Orshansky index for the purposes of eligibility yields a minimum allocation per child, according to the Department of Health, Education, and Welfare estimates, of $250. This allocation is a sufficient supplement to district spending to do a creditable job in raising the educational attainment of disadvantaged children. But it is just a beginning.

The Better Schools Act requires the use of the most recent data available to the Secretary, and we assume that he will use the 1970 census data, even with its technical drawbacks. The Council feels that use of the 1970 census data is the most appropriate at this time.

NONPUBLIC SCHOOL BYPASS PROVISION

The Better Schools Act does have a section which provides an alternative for nonpublic schools in those States where State laws prohibit serving the children in attendance. The National Advisory Council on the Education of Disadvantaged Children has asked for a similar, although more comprehensive bypass provision. The exact provision we requested is now among the amendments to H.R. 69 which was passed unanimously by the House General Subcommittee on Education. However, it is worth noting that the Better Schools Act has set the pace for such a provision.

FORWARD FUNDING

The Better Schools Act has a section mandating advance funding. As a Council we join the chorus of voices which plead with you for an endorsement of this provision.

INTERSTATE AGREEMENTS

Much of the compensatory education effort must be done with regional understanding and cooperation. This is especially important for children of agricultural migrants who often attend schools in two or more States during 1 academic year. Without interstate cooperation and agreements, the provision of coordinated, sequential, adequate education for these children is close to impossible.

PUBLIC INFORMATION

We find it especially important that the Better Schools Act has included a provision that State education agencies shall publish their plan for the distribution of funds available to them and that records be available to the public. The new administration supported amendment for parent advisory councils also includes a section on public information access for these parents.

PARENT INVOLVEMENT

Although originally omitted from the Better School Act, we have just learned that an amendment to H.R. 69 is being offered at this time with administration support which requires a legislative mandate for districtwide parent advisory councils. From the days when I was chairman of the Parent Involvement Subcommittee in 1970, the Council has been actively interested in the Federal mandate for parent involvement.

Parent involvement of parents of affected children with the parent advisory council structure produces optimal performance by the children served. Evidence demonstrates this phenomenon, and I refer you to our annual reports and Better Schools Act study for further details.

The new administration supported amendment to H.R. 69 is a genuine breakthrough for title I children. It requires that there be a district parent advisory council, a majority of whom are parents of children to be served. The local education agencies must give the mandated parent advisory council responsibility for advising it on the planning, implementation, and evaluation of the title I program. The local education agencies must provide reasonable access to public information according to regulations of the Commissioner of Education. This is the strongest mandate for a parent advisory council to date.

There are even more detailed amendments describing parent involvement emerging from the House committee, and the National Advisory Council on the Education of Disadvantaged Children has been especially favorable to these individualized approaches. Therefore, out of 11 minimum mandates of the Council's recommendations, the Better Schools Act satisfies all but a comprehensive migrant program and the maintenance of effort requirement. We are continuing to work with the Department of Health, Education, and Welfare to negotiate on these items, and urge that you examine pending compensatory education measures for these 11 requirements. These components, we feel, should maximize the benefits of the Federal funds targeted to educationally disadvantaged children.

APPLICATION FOR FUNDS

The Council is studying now the ramifications of the lack of an application from the local education agency to the State for Federal compensatory education program moneys in the Better Schools Act. It is entirely possible that legal recourse for enforcement of fiscal errors is absent without such an application form.

We are concerned that the Department of Health, Education, and Welfare has the means available to insure that Federal tax dollars are in fact being spent for the purpose for which they were intended with respect to the priority on serving disadvantaged children. At the present time, the Council feels that compliance/enforcement is impossible without such an application, and the Council would recommend that any front running legislation intended to serve educationally disadvantaged children include such an application.

S. 1900 STATE EDUCATION FINANCE ASSISTANCE ACT

It was requested Mr. Chairman that the Council comment through my testimony on S. 1900, the State Education Finance Assistance Act. We do so, and will provide you with the materials of such a study shortly.

I feel especially favorable to the philosophy of this bill as a Council Chairman. Many times Council and Commission reports are read and filed, and occasionally referred to in several speeches. This bill has shown great respect for three Commissions—the President's Commission on School Finance, Advisory Commission on Intergovernment Relations, and the New York State Fleischmann Commission—by taking their recommendations and designing legislation tailored to implement their findings. This is the optimal relationship which councils should have with the legislature which established them, and I commend this bill for its resourcefulness as well as for substantive reasons.

You asked me to address two questions with regard to this bill with you, and I can briefly state the Council's position on those two items at this time.

Q. Do you concur in the revised concept of the "relative tax effort"?

With regard to the revised concept of tax effort expressed in S. 1900, to include other community services in health, welfare, housing, and other public services, the National Advisory Council on the Education of Disadvantaged Children finds this to be a realistic and enlightened approach. The Council would expect this mandate to stimulate more local and State effort in these highly related areas of governmental service.

Q. Do you concur with the definition of the State role in education as implied in S. 1900?

The National Advisory Council on the Education of Disadvantaged Children feels that it is the proper role of the States to administer the educational program within that State, within a few parameters esablished by the Federal Government in areas of national concern. The National Advisory Council on the Education of Disadvantaged Children concurs with the President's Commission on School Finance, the Advisory Commission on Intergovernment Relations, the Fleischmann Commission and others, that the Federal role should stimulate more State activity and expenditures, with some shared Federal resources. The National Advisory Council on the Education of Disadvantaged Children also favors Federal financial incentives to encourage States to assume their proper role, and has recommended such a system for compensatory education.

These areas are attractive features of S. 1900, and the Council will comment further on it in detail after adequate study.

The National Advisory Council on the Education of Disadvantaged Children has not yet established a policy related to equalization formulas, and after it does, we will share it with you.

NATIONAL ADVISORY COUNCILS

The National Advisory Councils structure is a highly correlated component of the citizen review mechanism (parent advisory councils) which has just received administration support. The creation of statutory advisory councils on the national level still needs strengthening through legislation.

You have benefited from the existence of such statutory councils, and are familiar with the additional staff service we can provide to you, and have provided to you, in the areas of our specialty and statutory jurisdiction. Since the passage of the Federal Advisory Committee Act, a needed streamlining and clarification policy, the establishment of statutory councils and commissions is somewhat more complex than it used to be. When you are involved in the establishment of any additional councils through pending legislation, please feel free to call upon us to review the wording and the composition of such a council. For example, placement of a Federal official on the membership of the council instead of requiring that officials attend every meeting, greatly alters the council's access to staff and financial support. How detailed the statutory obligation is, whether or not the council is Presidential or not, and its statutory expiration date, are a few more components which must be considered. Rather than take too much time with this now, I am open to questions on this subject, now, or at your convenience.

CONCLUSION

Mr. Chairman and distinguished members of this subcommittee, I sincerely appreciate the opportunity to be here today. As senior council member and chairman for more than 2 years, as a senior member of the elected Port Arthur, Tex., Independent School District Board of Trustees, as the parent of five school-aged youngsters, and as a taxpayer, I am grateful for the opportunity to take part in what promises to be the greatest national debate over the Federal approach to educating the disadvantaged since the Elementary and Secondary Education Act was passed in 1965.

As we complete our testimony to you today, let me leave you with some caution regarding current evaluation of compensatory education, of which our reports are a part.

The council has grown very wary and suspect of generally laudatory and generally critical statements about current compensatory education programs. Uniform goals and uniform priorities do not exist on a national level, and they should not. They do not exist any more than uniform standards exist for the success or failure of my own five children—all of whom share a common upbringing, economic level and human and geographical environment—in and out of the classroom. How, then, can we apply uniform measurement to programs serving people and communities as diverse as America herself?

We on the National Advisory Council on the Education of Disadvantaged Children believe that there should be a strong Federal role in this field, and I have detailed some of our views on this role here today. However, we believe that the goal of the Federal role must be to insure the availability of resources for targeting at the particular local needs of this politically vulnerable group of American children, so that their needs may be answered by the initiative and innovation of the working local educational agency in concert with the parents of these children.

Thank you.

Council Members

Name and occupation:	*Term expires*
Mr. Alfred Z. McElroy, chairman, insurance	Sept. 16, 1974
Dr. Roland DeMarco, president, Finch College	Sept. 16, 1973
Mrs. Purificaction Fontanoza, assistant professor, Sacramento State College	Do.
Mr. Maurice Rosenfeld, chairman, board of Equitable Bag Co	Do.
Dr. John Tsu, director, Institute of Far East Studies	Do.
Mr. Jose Barbosa-Muniz, executive assistant to the president, University of Puerto Rico	Sept. 16, 1974
Honorable Barbara G. Culver, county judge and juvenile court judge, Midland, Tex	Do.
Mrs. Ruth Hagenstein, civic leader, Portland, Oreg	Do.
Mrs. Estelle Sotirhos, title I liaison, New York City	Do.
Mrs. Irene Cardenas Cardwell, retired school teacher and principal, Del Rio, Tex	Sept. 16, 1975
Mrs. Camille V. Dabney, director, Community Education, East St. Louis, Ill	Do.
Mr. Frederick Felder, consultant, Minneapolis, Minn	Do.
Dr. Wilbur H. Lewis, assistant superintendent of schools, Parma, Ohio	Do.
Mr. Owen Peagler, dean, Pace College, New York	Do.
Mr. Peter Brennen. Resigned effective December 6, 1972, to accept Presidential appointment as Secretary of Labor.	

Thank you, Mr. Chairman, and I will answer any questions if I can.

Senator PELL. Thank you very much, Mr. McElroy.

At this point I order printed a copy of Senator Javits bill S. 1900, the State Education Finance Assistance Act of 1973.

[The bill referred to follows:]

93d CONGRESS
1st Session

S. 1900

IN THE SENATE OF THE UNITED STATES

May 30, 1973

Mr. Javits introduced the following bill; which was read twice and referred to the Committee on Labor and Public Welfare

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A BILL

To provide financial assistance to States to encourage States to assume greater financial responsibility for public elementary and secondary education, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "State Education Finance Assistance Act of 1973".

STATEMENT OF PURPOSE

Sec. 2. It is the purpose of this Act to provide Federal financial assistance to States in order to assist the States to assume financial responsibility for the non-Federal expenditures for public elementary and secondary education over a reasonable period of time and thereby to assist the States to meet the educational needs of the children of that State.

AUTHORIZATION

SEC. 3. (a) The Commissioner shall in accordance with the provisions of this Act make payments to State educational agencies for grants to local educational agencies.

(b) For the purpose of making such payments there is authorized to be appropriated $2,000,000,000 for the fiscal year ending June 30, 1975, and such sums as may be necessary for each of the three succeeding fiscal years.

ALLOTMENTS

SEC. 4. (a) (1) From the sums appropriated pursuant to section 3 for any fiscal year the Commissioner shall allot not more than 2 per centum among the Commonwealth of Puerto Rico, Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands, according to their respective needs for assistance under this Act.

(2) From the remainder of such sums the Commissioner shall allot to each State an amount (A) which bears the same ratio to such remainder as the number of children, aged four to seventeen, inclusive, in average daily attendance in the public elementary and secondary schools in such State bears to the number of such children in all States, (B) multiplied by the tax effort index of that State.

(b) The portion of any State's allotment under subsection (a) for a fiscal year which the Commissioner determines will not be required, for the period such allotment is available, for making payments shall be available for reallotment from time to time, on such dates during such period as the Commissioner may fix, to other States in proportion to the original allotments to such States under subsection (a) for such year, but with such proportionate amount for any of such other States being reduced to the extent it exceeds the sum which the Commissioner estimates such State needs and will be able to use for such period for carrying out such portion of its State plan approved under this Act, and the total of such reductions shall be similarly reallotted among the States whose proportionate amounts are not so reduced. Any amount reallotted to a State under this subsection during a year shall be deemed part of its allotment under subsection (a) for such year.

(c) For the purpose of this section—

(1) the term "tax effort index" of a State for the calendar year ending in the fiscal year preceding the fiscal year for which the determination is made is the ratio which the relative tax effort of that State bears to the average relative tax efforts of all States for that year;

(2) the term "relative tax effort" of a State for the calendar year ending in the fiscal year preceding the fiscal year for which the determination is made is (A)

the net amount collected from the State and local taxes of that State during that calendar year divided by (B) the aggregate adjusted personal income attributable to that State for the same year;

(3) the term "State and local taxes" means the compulsory contributions exacted by the State (or by any unit of local government or other political subdivision of the State) for public purposes (other than employee and employer assessments and contributions to finance retirement and social insurance systems, and other than special assessments for capital outlay), as such contributions are determined by the Bureau of the Census for general statistical purposes;

(4) the term "aggregate adjusted personal income" means total income of individuals for that State for the calendar year ending in the fiscal year preceding the fiscal year for which the determination is made which has been multiplied by the personal income factor for that State;

(5) the term "personal income factor" for the State is (A) the relative available revenue index divided by (B) the personal income factor;

(6) the term "personal income factor" is the (A) average total income of individuals for all States for a

given base year divided by (B) the total income of individuals for that State in the same given base year;

(7) the term "relative available revenue index" is the (A) relative available revenue for all the States divided by (B) the relative available revenue for that State;

(8) the term "relative available revenue" means (A) the total tax revenue sources of that State multiplied by the average tax revenue rate for all the States plus (B) the total nontax revenue sources multiplied by the average nontax revenue rate for all the States;

(9) the term "revenue source" means (A) the aggregate amount of commodities which are subject for taxation by the State and local governments and (B) the total governmental expenditure for activities and institutions which yield revenue for State and local governments; and

(10) the term "revenue rate" means (A) the aggregate tax revenue collected for all the States divided by the aggregate tax revenue source for all the States and (B) the aggregate State and local governmental revenue from nontax resources for all the States divided by the aggregate nontax source for all the States.

(d) The number of children, aged four to seventeen, inclusive, in average daily attendance in the public elementary and secondary schools in a State, and in all States, shall be determined by the Commissioner on the basis of the most recent satisfactory data available to him.

(e) Whenever the Commission determines that there is insufficient data for the calendar year ending in the fiscal year preceding the final year for which the determination is made for any determination required under subsection (c), the Commissioner may use the most recent calendar year for which satisfactory data is available to him.

(f) For the purpose of subsection (a) (2) and (c), the term "State" does not include the Commonwealth of Puerto Rico, Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands.

USES OF FEDERAL PAYMENTS AND DISTRIBUTION TO LOCAL EDUCATIONAL AGENCIES

SEC. 5. (a) A State educational agency shall use the payments received under this Act for grants to local educational agencies within that State on the basis of need criteria established by the State educational agency in accordance with subsection (b) of this section. Grants to local educational agencies pursuant to this Act may be used in accordance with applications and plans approved under this Act for educational programs and activities conducted by the local educational agencies.

(b) Each State educational agency shall prepare and submit at such time in each fiscal year as the Commissioner prescribes, a relative educational need index for the local educational agencies within the State to serve as the basis for the distribution of grants to the local education agencies within that State. Such distribution shall be designed to seek to achieve equality of educational opportunity for all children in attendance at the schools of the local educational agencies of that State. Each such relative educational need index shall be stated in such terms as the State educational agency selects, if that index—

(1) reflects adequately the relative degree of need of the local educational agencies within the State; and

(2) contains a consideration of the per pupil expenditure (when appropriate) for elementary, secondary, and, if desired, intermediate, grade levels in at least the following categories:

(A) basic educational programs;

(B) educational programs for the mentally and physically handicapped;

(C) educational programs for the socially maladjusted;

(D) remedial and compensatory educational programs;

(E) vocational education and career development programs; and

(F) early childhood educational programs and kindergarten and prekindergarten programs,

for the local educational agencies within that State. The Commissioner shall approve any relative educational need index submitted under this subsection which meets the requirements of this subsection.

STATE PLAN

SEC. 6. (a) A State desiring to receive its allotment of Federal funds under this Act shall submit a State plan through its State educational agency at such times, in such manner, and containing or accompanied by such information as the Commissioner may reasonably require. Each such plan shall—

(1) provide that payments under this Act will be used only for educational programs and activities which have been approved by the State educational agency pursuant to section 7 and that such agency will in all other respects comply with the provisions of this Act, including the enforcement of any obligations imposed upon a local educational agency under that section;

(2) provide assurances that such payments will be distributed in accordance with the relative educational

need index of local educational agencies within that State established pursuant to section 5;

(3) provide assurances that procedures will be established for increasing the State contribution to the local educational agency, except that for fiscal year ending after June 30, 1977, the local educational agency may finance not to exceed 10 per centum of expenditures for educational programs and activities of that agency from local sources;

(4) provide for the conduct of a program to furnish information and assistance to local educational agencies for the establishment and improvement of community schools;

(5) provide assurances that the State educational agency will encourage local educational agencies within the State to develop and conduct early childhood education programs for children who are at least four years of age;

(6) provide assurances that the State educational agency will encourage local educational agencies within the State when furnishing pupil benefit services to include, when possible, nonpublic elementary and secondary school children;

(7) provide for the establishment and improvement

of methods of assessing the relative costs and benefits of educational programs and organizational alternatives;

(8) provide assurances that the State educational agency will plan for the restructuring of school district areas under the jurisdiction of local educational agencies within that State in order to maximize administrative efficiency, equitable distribution of revenue resources, and educational benefits and services;

(9) provide for the establishment of statewide standards for the evaluation of the effectiveness of—

(A) payments under this Act and the particular programs and activities assisted pursuant to this Act in carrying out the purpose of this Act,

(B) restructuring plans developed pursuant to paragraph (8) of this subsection, and

(C) all public educational programs and activities,

which will be made available in an appropriate form to the public;

(10) provide for the establishment and operation of a program of coordination in each area under the jurisdiction of a local educational agency within the State between the State employment services available in that State and the schools of such agency in order to en-

hance the employment and career opportunities of the students in such schools;

(11) provide policies and procedures which assure that Federal funds made available under this Act for any fiscal year (A) will not be commingled with State funds, and (B) will be so used as to supplement and, to the extent practical, increase the level of funds that would, in the absence of such Federal funds, be available for the purposes decribed in section 5, and in no case supplant such funds;

(12) provide assurances that the State educational agency will pay from non-Federal sources the remaining costs of carrying out the State plan;

(13) provide that such fiscal control and fund accounting procedures will be adopted as may be necessary to assure proper disbursement of, and accounting for, Federal funds paid to the State (including such funds paid by the State to local educational agencies under this title; and

(14) provide that the State educational agency will make to the Commissioner such reports as may be reasonably necessary to enable the Commissioner to perform his duties under this Act (including such reports as he may require to determine the amounts which the

local educational agencies of that State are eligible to receive for any fiscal year), and assurances that such agency will keep such records and afford such access thereto as the Commissioner may find necessary to assure the correctness and verification of such reports; and

(15) provide that the State educational agency will make applications, reports, and all documents pertaining thereto readily available to the public.

(b) The Commissioner shall approve any State plan, or any modification thereof, which meets the requirements of subsection (a). The Commissioner shall not finally disapprove a State plan, or modification thereof, except after reasonable notice and an opportunity for a hearing to the State educational agency.

LOCAL EDUCATIONAL AGENCY APPLICATIONS

SEC. 7. (a) A local educational agency may receive a grant from the appropriate State educational agency under this Act for any fiscal year only upon an application approved by the appropriate State educational agency, upon its determination consistent with such basic criteria as the Commissioner may establish—

(1) that the programs and activities for which the assistance is sought will be administered by or under the supervision of the applicant;

(2) (A) that, to the extent consistent with the number of children in the school district of the local educational agency who are enrolled in private nonprofit elementary and secondary schools, such agency, after consultation with appropriate private school officials, will make provisions for the benefit of such children in such schools of secular, neutral, and nonideological educational services, materials, and equipment, including such facilities as are necessary, consistent with subparagraph (B) of this paragraph, or, if that is not feasible or necessary in one or more of such private schools as determined by the local educational agency after consultation with the appropriate private school officials, such other arrangements, as dual enrollments, which will assure adequate participation of such children; except that no provision shall be made for the benefit of children attending a private school operated on a racially segregated basis as an alternative to persons seeking to avoid attendance in desegregated public schools, or which otherwise practice discrimination on the basis of race, color, or national origin; and

(B) that the control of funds provided under this Act and title to property acquired therewith shall be in a public agency for the uses and purposes provided in this section, and that a public agency will administer such funds and property, and that the provision of services pursuant to subparagraph (A) shall be provided by employees of a public agency or through contract by such public agency with a person, an association, agency, or corporation who or which in the provision of such services, is independent of such private school and any religious organization, and such employment or contract shall be under the control and supervision of such public agency;

(3) that effective procedures consistent with the appropriate State plan will be adopted for evaluating at least annually the effectiveness of the local educational agency's programs and activities in meeting educational needs of its students;

(4) that the local educational agency will make an annual report and such other reports to the State educational agency, in such form and containing such information, as may be reasonably necessary to enable the State educational agency to perform its duties under this Act, which annual report shall include school-by-school information relating to educational achievement, and will keep such records and afford such access thereto as the State educational agency may find necessary to assure the correctness and verification of such reports;

(5) that applications, reports, and all documents

pertaining thereto shall be made available to parents and other members of the general public, except that information relating to the performance of an individual student shall in no circumstances be made public; and

(6) that the local educational agency will cooperate with the appropriate State educational agency in carrying out the provisions of this Act.

(b) The State shall not finally disapprove in whole or in part any application for funds under this section without first affording the local educational agency submitting the application reasonable notice and opportunity for a hearing.

PAYMENTS

SEC. 8. (a) (1) From the amounts allotted to each State under section 4, the Commissioner shall pay to that State an amount equal to the Federal share of the cost of carrying out its State plan. Such payments may be made in installments, and in advance or by way of reimbursement, with necessary adjustments in account of overpayments or underpayments.

(2) (A) From funds paid to it pursuant to paragraph (1), each State educational agency shall reserve an amount not to exceed 5 per centum of that State's allotment under section 4, for the proper and efficient administration (including evaluation) of its duties under this Act.

(B) From the remainder of the funds paid to it under paragraph (1), each State educational agency shall distribute to each local educational agency within that State which has an application approved pursuant to section 7 the amount which each such agency is to receive pursuant to the educational need index approved under section 3.

(b) The Federal share of the costs of carrying a State plan shall be—

(1) for the fiscal year ending June 30, 1975—

(A) in the case of a State contributing at least 70 per centum of the expenditures of each local educational agency within the State, 45 per centum, plus a percentage which bears the same ratio to 5 percentum as the percentage in excess of 70 per centum contributed by the State to its local educational agencies bears to 30 per centum;

(B) in the case of a State contributing at least 50 per centum but less than 70 per centum of such expenditures, 35 per centum, plus a percentage which bears the same ratio to 10 per centum as the percentage in excess of 50 per centum contributed by the State to its local educational agencies bears to 20 per centum;

(C) in the case of a State contributing at least 10 per centum of such expenditures but less than

50 per centum of such expenditures, 20 per centum, plus a percentage which bears the same ratio to 15 per centum as the percentage in excess of 10 per centum contributed by the State to its local educational agencies bears to 40 per centum;

(2) for the fiscal year ending June 30, 1976—

(A) in the case of a State contributing at least 75 per centum of the expenditures of each local educational agency within the State, 45 per centum, plus a percentage which bears the same ratio to 15 per centum as the percentage in excess of 75 per centum contributed by the State to its local educational agencies bears to 25 per centum;

(B) in the case of a State contributing at least 55 per centum of such expenditures but less than 75 per centum of such expenditures, 35 per centum, plus a percentage which bears the same ratio to 10 per centum as the percentage in excess of 55 per centum contributed by the State to its local educational agencies bears to 20 per centum;

(C) in the case of a State contributing at least 10 per centum of such expenditures but less than 55 per centum of such expenditures, 20 per centum, plus a percentage which bears the same ratio to 15 per centum as the percentage in excess of 10 per centum contributed by the State to its local educational agencies bears to 45 per centum;

(3) for the fiscal year ending June 30, 1977—

(A) in the case of a State contributing at least 80 per centum of the expenditures of each local educational agency within the State, 45 per centum, plus a percentage which bears the same ratio to 20 per centum as the percentage in excess of 80 per centum contributed by the State to local educational agencies bears to 20 per centum;

(B) in the case of a State contributing at least 60 per centum of such expenditures, but less than 80 per centum of such expenditures, 35 per centum, plus a percentage which bears the same ratio to 10 per centum as the percentage in excess of 60 per centum contributed by the State to its local educational agencies bears to 20 per centum;

(C) in the case of a State contributing at least 25 per centum of such expenditure, but less than 60 per centum of such expenditures, 20 per centum, plus a percentage which bears the same ratio to 15 per centum as the percentage in excess of 25 per centum contributed by the State to its local educational agencies bears to 35 per centum;

(4) for the fiscal year ending June 30, 1978—

(A) in the case of a State contributing at least 80 per centum of the expenditure of each local educational agency within the State, 45 per centum, plus a percentage which bears the same ratio to 20 per centum as the percentage in excess of 80 per centum contributed by the State to its local educational agencies bears to 20 per centum;

(B) in the case of a State contributing at least 60 per centum of such expenditures, but less than 80 per centum of such expenditures, 35 per centum, plus a percentage which bears the same ratio to 10 per centum as the percentage in excess of 60 per centum contributed by the State to its local educational agencies bears to 20 per centum; and

(C) in the case of a State contributing at least 30 per centum, but less than 60 per centum of such expenditures, 20 per centum, plus a percentage which bears the same ratio to 15 per centum as the percentage in excess of 30 per centum contributed by the State to its local educational agencies bears to 30 per centum.

(c) Notwithstanding any other provision of this section, in any State which has a State plan approved under section 5 and in which State law does not provide for the furnishing of, or a local educational agency fails to provide, educational services and arrangements as set forth in clause (A) of section 7(a)(2) on an equitable basis to children enrolled in private nonprofit elementary or secondary schools located in the area under the jurisdiction of such agency, the Commissioner shall arrange for the provision, on an equitable basis of such services and arrangements and shall pay the costs thereof for any fiscal year from that State's allotment. The Commissioner may arrange for such programs through contracts with institutions of higher education or other competent nonprofit institutions or organizations.

WITHHOLDING

SEC. 9. Whenever the Commissioner, after reasonable notice and opportunity for hearing to any State educational agency, finds that there has been a failure to comply substantially with any provision set forth in the State plan of that State approved under section 6, the Commissioner shall notify the agency that further payments will not be made to the State under this Act (or, in his discretion, that the State educational agency shall not make further payments under this Act to specified local educational agencies whose actions caused or are involved in such failure) until he is satisfied that there is no longer any such failure to comply. Until he is so satisfied, no further payments shall be made to the State under this Act, or payments by the State educational agency under this Act shall be limited to local educational agencies whose actions did not cause or were not involved in the failure, as the case may be.

JUDICIAL REVIEW

SEC. 10. (a) If any State is dissatisfied with the Commissioner's final action with respect to the approval of its application submitted under section 6 or with his final action under section 9, such State may, within sixty days after notice of such action, file with the United States court of appeals for the circuit in which such State is located a petition for review of that action. A copy of the petition shall be forthwith transmitted by the clerk of the court to the Commissioner. The Commissioner thereupon shall file in the court the record of the proceedings on which he based his action, as provided in section 2112 of title 28, United States Code.

(b) The findings of fact by the Commissioner, if supported by substantial evidence, shall be conclusive; but the court, for good cause shown, may remand the case to the Commissioner to take further evidence, and the Commissioner may thereupon make new or modified findings of fact and may modify his previous action, and shall file in the court the record of the further proceedings. Such new or modified findings of fact shall likewise be conclusive if supported by substantial evidence.

(c) Upon the filing of such petition, the court shall have jurisdiction to affirm the action of the Commissioner or to set it aside, in whole or in part. The judgment of the court shall be subject to review by the Supreme Court of the United States upon certiorari or certification as provided in section 1254 of title 28, United States Code.

PROHIBITIONS

SEC. 11. (a) Section 422 of the General Education Provisions Act, relating to the prohibition against Federal control of education, is amended by striking out the word "or" and by adding immediately before the word "shall" a semicolon and the following: "or the State Education Finance Assistance Act of 1973".

(b) Nothing contained in this Act shall be construed to authorize the making of any payment under this Act for religious worship or instruction.

DEFINITIONS

SEC. 12. As used in this Act—

(1) The term "Commissioner" means the Commissioner of Education.

(2) The term "community school" means any public elementary or secondary school which is also used as a community center and is operated in cooperation with other groups in the community to provide educational, community,

and social services for the community which that center serves.

(3) The term "expenditures" means expenditures for free public education, including expenditures for administration, instruction, attendance and health services, community services, pupil transportation services, operation and maintenance of plant, fixed charges, and net expenditures to cover deficits for food services and student body activities, but does not include expenditures for capital outlay, debt service, and payments received under the Elementary and Secondary Education Act of 1965, the Vocational Education Act of 1963, and any other provision of Federal law.

(4) The term "elementary school" means a day or residential school which provides elementary education, as determined under State law.

(5) The term "free public education" means education which is provided at public expense, under public supervision and direction, and without tuition charge, and which is provided as elementary or secondary school education in the applicable State.

(6) The term "local educational agency" means a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township,

school district, or other political subdivision of a State, or such combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary or secondary schools. Such term also includes any other public institution or agency having administrative control and direction of a public elementary or secondary school.

(7) The term "secondary school" means a day or residential school which provides secondary education, as determined under State law.

(8) The term "State" includes, in addition to the several States of the Union, the Commonwealth of Puerto Rico, the District of Columbia, Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands.

(9) The term "State educational agency" means the State board of education or other agency or officer primarily responsible for the State supervision of public elementary and secondary schools, or, if there is no such officer or agency, an officer or agency designated by the Governor or by State law.

Senator Pell. As I understand it, you support Senator Javit's bill, would that be correct?

Mr. McElroy. There were portions of it, the philosophy we did, portions that we talked about we did, and we have not had adequate time to do an indepth study, and we will.

Senator Pell. With regard to the administration's bill, S. 1319, do you support that or not?

Mr. McElroy. In part; yes. We stated there are certain mandates that the council feels ought to be encompassed in any compensatory education program, and as we look at it in the field, we find some of these, and we found about 10 or 11, in part we do. The areas that need improvement, the reporting to the Secretary of HEW and to you, Senator, we feel that they shoudl be involved there.

Senator Pell. But on balance, do you prefer S. 1319 to the present ESEA legislation?

Mr. McElroy. The present ESEA has been the vehicle we have used to evaluate any program that we have looked at. We have been able to look at track records and look at programs, exemplary records, and reported this to our council, but we feel also that there are areas of ESEA that need some improvement, for instance, advanced funding. As a local school board member, and I am sure all of us are just tickled to death with that one, the Better Schools Act has that. When we look at any bill, we look at the bill as to what we are doing now, what can we do to improve what is being done now. The vehicle of title I has been the one that every legislative bill has jumped off from, because it has been tried and it has been proven. But there are certain areas in the Better Schools Act that will add a little bit more and we support those.

Senator Pell. In other words, you basically prefer S. 1319, the administration bill, with changes, rather than the present ESEA, is that correct?

Mr. McElroy. If present ESEA were to add to it, bypass provisions for nonpublic schools, advanced funding, parent councils, and migrant programs, what we are looking at now, some of the things we ought to have, we could care less, Mr. Senator, what it is called. If the Better Schools Act carries with it more meaningful delivery services mechanisms for the disadvantaged children, then if that is the title, then we would like that

Senator Pell. But does the administration bill carry with it each of these four provisions you mentioned?

Mr. McElroy. It carries about 10 of 11 that we talked about. Yes, Senator, and we reacted here and in your copy of our Better Schools Act evaluation, nonpublic school by pass law, it is there, but we would add just a little bit more to it.

Senator Pell. In your testimony you recommend Federal funds be used to encourage State programs for the educationally disadvantaged. In the commitment of Federal funds for this purpose what formula, do you believe, should be used—50-50, or what ratio?

Mr. McElroy. Well you have actually put down a certain amount that the formula is going to dictate that LEA's or States should use. We looked back in general revenue sharing and there were some States that used all their moneys in the education area. If States had gone in at $1 million ratio, and the State wanted matching funds, it could be matched up to we recommend maybe another million dollars, over and above what we are doing. And we feel like it would be an incentive to States to maybe add more in this particular area, but the action would be dollars, to maybe initial grant, initial funding.

Senator PELL. On the question of basic philosophy here, I understand you represent disadvantaged youngsters, poor youngsters of the country, correct?

Mr. McELROY. Correct. We are part of ESEA.

Senator PELL. And title I. Considering the nature of government, the fact that that the poor often are not the large taxpaying group or do not participate as much as they should in the electoral process, I should think that you would be worried about where the decisions are made as to the allocations of funds. The chance could be that at local levels of government, the poor would be bypassed. I can think of cases where there would be mayors and Governors, who would say, well, that section of the town, that section of the State, the percentage of people voting is rather small, and they contribute very little to the State, so let us put this money in surburbia where the people vote in higher percentage, something that cannot now be done because of the categorical programs.

As I understand it, you think that the present categorical programs are indirect and that the Governors and mayors should have greater freedom to decide where this money would be spent?

Mr. McELROY. Let me say that I can appreciate the Federal Government mandates in areas like comparability, that only gave us some guidance. I can appreciate the mandate of the Parent Advisory Councils, even where the disadvantaged are a small minority, then the mandate in itself gives them the right to help in the Government. Without the Federal mandate on comparability—to make sure it is evenly spent—we as a minority, or we as disadvantaged, sometimes will not have a vehicle to use. The Parent Advisory Councils have been made to work in States like New Jersey and maybe Pennsylvania, some portions of Texas, and so they have had training programs. The legal defense council and the NAACP has had training sessions with the parent councils over the country because of the mandate. There is going to be a mandate somewhere. Parent involvement is going to exist on the local level.

Senator PELL. Do you think the mandate will be followed out in communities throughout the Nation as it should? I would think you of all people, you of all groups, would be the most worried about this approach. If you are not, fine.

Mr. McELROY. Senator, I am worried about the approach, but it has to be solved in my level. We have got to be involved, but there have got to be mandates. No more as a black would I say that all whites are untrustworthy—sometimes I will say that because they will tend to do certain things, but they are there. I said if there is a mandate that blacks will get involved or mandate that the disadvantaged people get involved, it is there.

It is up to us to find the vehicle to get involved in the local level.

Senator PELL. Where is the mandate in S. 1319?

Mr. McELROY. With the recommended and with administrative support of Parents Advisory Councils, that is a good one. The mandate of comparability is a good one, and those kind of things would insure that at least the application in itself or that the auditors are looking for expenditures across the board. Parent councils involved in the entire services of this is a mandate, and this is one that is going to be strongly enforced on the local levels. It is growing, and we have got to have it. The involvement of the parent of the children to be served has got to be done first. But the mandates put them down with local school boards, administrators, and makes them choose their programs, affecting them, reaching their families. Comparability is one that we have got to have that you are spending local moneys, even nontitle I schools, nondisadvantaged schools——

Senator PELL. Please slow down a little. I was a little startled because I would have thought that the representatives of disadvantaged children would be those who are really very worried about this new approach because of the reasons I cited. Do I understand your response——

Mr. MCELROY. Which reasons did you cite? Maybe I am a little off. I do not see us being that far apart on what we are both saying. The areas that we talked about that we support are areas in part in some instances in ESEA's program now and some additions we recommended for the last 2 years. Now those areas I have listed are areas that disadvantaged people have told us they needed, parent conferences, and title I coordinators' conferences and what have you. Again which areas should I and the Council be concerned with where it appears to you that we are not?

Senator PELL. When the decision with regard to how the funds will be spent is made on the local level, rather than following the Federal categorical guidelines I would think you would be worried that a mayor recognizing that a particular section of his city which does not contribute much in taxes and where the voting participation is low percentagewise, would be inclined to spend less of the moneys in that section of the city than he would in the more prosperous sections.

Mr. MCELROY. Where would that situation be improved, Mr. Senator?

Senator PELL. Because of categorical programs, they would have a right.

Mr. MCELROY. Where would it be improved? Even if we look at it from any point, from the mayor on up to the Senator himself in the State, we will still have that problem, if we cannot get involved in the entire process.

Senator PELL. Obviously you must get involved. That has nothing to do with the question. It is decisionmaking, whether the dollar will be spent, where they will be spent, and how they will be spent. What this new bill does is that it takes the decision and puts it in local hands. If all people feel it is a good idea, that would be a real factor in the thinking of this committee.

Mr. MCELROY. Let me go a step further. In this report, in this testimony this morning, in the Better Schools Act, we called for in addition to any compensatory education program a maintenance of effort. We also asked for parent councils. Now without maintenance of effort and without parent councils, whatever the title is, it probably will do just what you are saying. So in our endorsement of any particular program of compensatory education, we also ask for certain mandates, maintenance of effort is one that will have to be there.

Senator **Pell**. Would you direct the committee's attention to the mandate that is in the bill that you support now? Where is the mandate in the bill now?

Mr. **McElroy**. The areas that we supported——

Senator **Pell**. No, I said where is the mandate?

Mr. **McElroy**. Which one?

Senator **Pell**. The one you referred to.

Mr. **McElroy**. I talked about several.

Senator **Pell**. The mandate that you said would provide for fairness in which money is distributed.

Mr. **McElroy**. The areas involving total schools. There is no one—I do not think we would be so naive as to believe any one mandate would be anything. Maintenance of effort ought to be there. As we move through the titles in our particular areas—the Parents Advisory Council is not a part of the Better Schools Act at this time, but it has gotten administration support from what we gather. That is one that we recommended ought to be there.

Senator **Pell**. Is concentration of title I funds in districts with the highest concentration of educationally disadvantaged children desirable? Do you think there should be greater concentration of title I funds where there is the highest concentration of poor children?

Mr. **McElroy**. Concentration you are talking about as the Better Schools Act looks at it? On page 9 to my testimony I reacted to concentration there. If you refer to page 9, we responded to that one.

Senator **Pell**. My question to you is, I presume that the answer is yes: Is concentration of title I funds in districts of highest concentration of poor children desirable?

Mr. **McElroy**. We hope. That is what our recommendation has been, yes.

Senator **Pell**. Is the idea of critical mass expenditure important to compensatory education programs such as title I? In other words, that you have critical mass——

Mr. **McElroy**. No, Mr. Senator.

Senator **Pell**. Your group is the National Advisory Council on the Education of Disadvantaged Children. Are you elected by the council or appointed by the President? How did you become chairman? Are you elected?

Mr. **McElroy**. No. The entire council in its context is appointed by the President. Everyone is appointed by the President.

Senator **Pell**. Would those who represent the poor, not appointed by the President, would they agree with you in your view?

Mr. **McElroy**. Would those who are not represented by the poor——

Senator **Pell**. Not appointed by the President and are representative of groups of poor, would they reflect your view?

Mr. **McElroy**. Let me say this, Mr. Senator. No reports that we have made, or no testimony or statements we have made, are purely those of the laymen who serve on this Council. Our statutory obligation is from the President but we report to Congress, even though Congress does not appoint it, the statute provides for us. I hope you are not saying we are biased in any manner, because we are appointed by the

President, and statutorily supported by this Congress. But the testimony reports we have made have been those that we have gotten or received from parent councils. We held a parents' conference across the country, and if you look at our annual report, you will see what poor parents—disadvantaged parents of the children—said. I hope what we are saying is in conjunction with them. They want parent councils. They want comparability. They want really to bypass the provision for nonpublic schools. The mandates we talk about, and we are expressing what they are saying—title I State coordinators who are not appointed by the President, but on the State level—and surely I hope are not disadvantaged too much—are saying pretty much the same thing.

We are appointed by the President and I hope it will not taint or may taint negatively anytning we say. We serve as laymen, not so much because we are appointed, but concerned.

I am a local school board member, elected now for 8 years.

It doesn't matter what the title is, whether it is Better Schools Act, or the Javits bill or the Pell bill, but if we believe it helps disadvantaged children, we will support it. Comparability and migrant transfer records are just a few that we repeat that they have said to us.

Senator **Pell**. I think that these ideas on involvement of parents, comparability, et cetera, are objectives in all this legislation. Sometimes we do not put it in and sometimes we do.

I thank you very much, Mr. McElroy, and your colleague for being here with us today.

Mr. **McElroy**. We appreciated being asked, Mr. Senator.

[The information supplied by Mr. McElroy follows:]

REVIEW AND ANALYSIS OF THE BETTER SCHOOLS ACT OF 1973

Prepared by

THE NATIONAL ADVISORY COUNCIL ON THE EDUCATION
OF DISADVANTAGED CHILDREN

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INTRODUCTION

Areas of Agreement

The NACEDC concurs with the philosophy of the Better Schools Act that the Federal role in education of American children is to assist the States and localities in areas of special national concern. The Council has resolved that it is necessary for the Federal Government to take such steps as are needed to ensure that aid to educational programs for disadvantaged children is inviolably provided and legislatively guaranteed as a first priority. The Better Schools Act does this.

Consolidation

The Council members feel that it is most appropriate to consolidate the diffuse and fragmented grants network wherever possible, in order to achieve a more organized, coordinated and efficient delivery system wherever possible. Good management techniques and procedures dictate this as a necessary step to eliminate the presently existing Federal services bottleneck which often creates chaotic and fragmented services at the local level.

75% Concentration in Reading and Math

The NACEDC strongly supports the mandated 75% concentration of funds in the areas of mathematics and reading achievement for the disadvantaged earmark. The bases for a successful education are the reading and math skills that a child should master as early as possible in his academic program. The Council has been informed by various parent advisory councils that these are and have been the areas of primary concern to the parents of the affected children as well.

The provision making pre-school children eligible for services provided under the disadvantaged earmark is applauded by the Council. Early childhood education is one of the keys to successful compensatory programs and has always been highly recommended by the members of the Council.

Concentration of Funds

The strict concentration requirements provided for by the Better Schools Act are necessary and appropriate. Although the Council looks forward to the day when all children who are in need of compensatory education can be served, we realize that, given limited appropriations, the most success will be achieved where there is a concentration of available funds in areas of the highest concentration of educationally disadvantaged children from low-income families.

Raising income criteria for eligibility

The Better Schools Act inclusion of a poverty index at a higher rate than the currently used $2,000 plus AFDC is a laudable stride toward the ideal of serving all children who are in need of compensatory education services. The allocation formula, which provides approximately $250 per child is approximately the amount concentrated per child in the existing compensatory education program. Given the fact that $1.5 billion is presently what the Administration plans to spend in this area, the formula provides a dollar amount that is minimally adequate.

Impact Aid

The reduction of the funds provided as impact aid to localities by eliminating non-military SAFA B is appropriate. This funding covers many families who are employed in high paying jobs by the Federal government, and who do support their local schools through property taxes.

Non-public Schools

The Council has consistently supported the need for Federal financial support to the educational programs of disadvantaged children wherever they attend school. The Council supports the idea that special arrangements be made to deliver remedial services to children eligible for compensatory education, but who attend the non-public schools, as long as two long-standing guarantees are maintained:

1. That services are given to educationally deprived children who attend non-public schools which can meet the standards of the Civil Rights Act, and which are not deliberately segregated academies.
2. That services provided for educationally deprived children in non-public schools be secular in nature and specifically designed to raise the educational attainment of the eligible children.

The Better Schools Act provides for inclusion of nonprofit private school children in the services available under this act. While there is evidence of improvement in most States in the acceptance and implementation of this provision by the public education agencies legally responsible for administering it, there nevertheless remain many instances in which provisions of State constitutions or administrative policies of State or local agencies effectively or completely prevent equitable participation.

In view of the wide disparity among States in this regard, and resulting inequities in opportunity and participation by nonpublic school children, the Council is gratified to see that the Better Schools Act includes a bypass provision to ensure that nonpublic school children receive equitable treatment.

Comparability

The Council supports the concept of comparability which has been a Congressional mandate since April, 1970, and is pleased to note its inclusion in the Better Schools Act. We feel that it is vital to the success of the compensatory education philosophy that Federal funds be used to supplement and not supplant State and local funds providing extra services to educationally deprived children if these children are to have the "something extra" needed to assure them of an equal chance to receive an adequate education.

Forward Funding

The forward funding provision and the specific allocation to poorest schools in poorest districts first are both vital to the effective management of the limited allocation for compensatory education. Forward funding will make it possible for school systems to plan in advance of the year's programs and to have the assurance of funds that will make it possible for them to hire outstanding teachers for compensatory programs.

In the past the funds for compensatory programs have been so late in coming that school administrations were often forced to hire the teachers that were left over instead of being able to find the most highly qualified to meet the challenge of providing a good education to the educationally disadvantaged child. The concentration of funds in the poorest schools and poorest districts first, given the fact that there are not enough funds to adequately serve all needy children, is wise. Concentration of Federal funds where the need is the greatest avoids a dissolution of funds, the problem of spreading too little money too thinly, and accomplishing little or nothing. The Council likes the strict concentration regulations, and is especially pleased to see that any unallocated or returned funds will be reallocated to the States and not returned to the Federal treasury.

Interstate Agreements

The provision for interstate agreements is extremely important especially in the area of migrant education, where children are constantly moving during the school year--and often attend schools in two or more States during one academic year. Without interstate cooperation and agreements the provision of coordinated, sequential, adequate education for these children is close to impossible.

Compliance Regulations

The act gives plenty of authority for a willing DHEW to enforce strict and available steps to ensure that localities comply with the intent of this law. And the bill includes provision that all persons' civil rights will be protected and that fair labor standards are to be used in hiring and firing practices. All of these items are necessary and appropriate, because, although most localities and administrators do have the right "heart contention" when it comes to compensatory education, there will always be a few who do not. For these few it is necessary that certain rights and privileges are mandated in the legislation to protect the children who are intended as the beneficiaries of this law.

Provision for public information

In light of the philosophy of "New Federalism" we find it especially important that the Better Schools Act has included provision that State Education Agencies shall publish their plan for the distribution of funds available to them and that records be available to the public. If the people at the local level are going to be meaningfully involved in their own government, it is imperative that they know what programs are proposed to be funded, and have adequate public hearing opportunities.

Transfer of funds

The NACEDC supports the obvious emphasis in the Better Schools Act to guarantee high quality and high level services to educationally disadvantaged children by making the funds in the disadvantaged earmark inviolable. The potential for transfering funds to the disadvantaged earmark from other sources in the bill with little redtape is one with which the NACEDC concurs.

Recommendations for Improvement of the Better Schools Act

1. The Better Schools Act omits mandated parent involvement through mandated parent councils or any other form of required parent involvement at the local level, and statutory Presidential councils at the national level.

Parental involvement in his child's academic program and growth is not a new concept. It is a fact of life taken for granted by an overwhelming majority of parents with average income and by the more affluent families in this country.

These parents find it easier than parents of educationally disadvantaged children to be meaningfully involved in the education programs of their children. Low-income parents of educationally disadvantaged children face obstacles when relating to school officials. First, it is frequently a necessity for both parents of a school-aged child to work in less affluent American families. Nonworking mothers have easier access to school teachers and administrators than does a mother who works. Secondly, many parents of educationally disadvantaged children have been underachievers in school. Inadequate verbal skills often render them reluctant or fearful to participate in discussions with school teachers and administrators regarding issues crucial to the academic success of their children. They must be encouraged to do so and the school administrators must act affirmatively and with sincerity.

High School Diploma Attainment of Head of Household, and Preparation for School in the Home Generates Academic Success of Children

Educators are in agreement that there are high correlations between the level of educational attainment of the parent, the amount of school preparation encouraged in the home, and the academic achievement of the child. This is true in all education programs, not just in compensatory programs. Teacher expectation of a child's performance is also an indicator of the success of the child.

Legislative and Regulatory History of Parent Involvement

In view of the undeniable evidence of the importance of meaningful parent involvement to the success of education programs, the United States Congress in April 1970 included in Public Law 91-230, the General Education Provisions Act, a section on parent involvement (Section 415) for all education programs where the Commissioner determines it would increase the effectiveness of the program in achieving its purposes:

> "Parental Involvement and Dissemination
>
> "Section 415. In the case of any applicable program in which the Commissioner determines that parental participation at the State or local level would increase the effectiveness of the program in achieving its purposes, he shall promulgate regulations with respect to such program setting forth criteria designed to encourage such participation. If the program for which such determination provides for payments to local educational agencies, applications for such payments shall--
>
> "(1) set forth such policies and procedures as will insure that programs and projects assisted under the application have been planned and developed, and will be operated, in consultation with and with the involvement of, parents of the children to be served by such programs and projects;
>
> "(2) be submitted with assurance that such parents have had an opportunity to present their views with respect to the application; and
>
> "(3) set forth policies and procedures for adequate dissemination of program plans and evaluations to such parents and the public."

In 1971, Dr. Terrell Bell, then the Acting Commissioner of Education, felt strongly enough about the importance of parental involvement that the Office of Education developed very specific regulations to insure that indepth, meaningful parent involvement would be accomplished.

Definition of "Meaningful Parental Involvement"

The NACEDC defines meaningful parent involvement as the participation of parents of affected children at the district level in the development, planning, and evaluation of the compensatory programs. The Council's definition does not imply that parents would be dealing in the day-to-day administrative tasks of the school system, but that their feelings, ideas and suggestions should be considered. Their role would be an advisory one only, not that of a surrogate school board.

Congressman Quie had proposed that a partnership be established between teachers, parents and children at the local level. This is an example of parent involvement at the most informal level. In an experiment conducted in Michigan where the affects of parental involvement in their children's education was measured it was found that in 22 out of 23 districts where children had achieved one or more years for each year of instruction parents were involved in the programs of their children.

The use of paraprofessionals drawn from the community, and from the parents of disadvantaged children particularly, has in many cases, been mutually beneficial to parents, children and school systems alike. The parents become more aware of what is going on in the classroom, and have proven to be a helpful liaison between the members of the school system and the parents of the children.

Local PAC's

Establishment of elected parent advisory councils in which parents (not employed by the local education agency) of educationally deprived children residing in attendance areas which are to be served by the project, constitute more than a simple majority, and the chairman of which is the parent of an affected child, is a more formal form of parent involvement than the "partnership" and paraprofessional involvement mentioned above. The function of such a council would be an advisory one to the principal and staff of an individual school on matters pertaining to compensatory education programs and their effect on the children. When such a council is first established, enthusiasm are sometimes slow on the part of the parents, due in part to their mistrust of school administrators and their own verbal inadequacies. Where this is the case, and until a council mechanism has been established, the NACEDC would not rule out the appointment of parent council members who fit the above criteria. Neither would it rule out appointment of a few members with professional expertise in areas that would assist elected parents in their advisory capacity. However, in the experience of the NACEDC, there has been ample evidence to indicate that once such parent councils are established, and the parents see that their views and suggestions are sought after, and will be meaningful in terms of programs provided for their children; once they see that the parent council is not just a rubber stamp for the school system, there is an amazing amount of interest generated by the parents themselves to participate in the planning, development and evaluation of programs for their children through the parent council structure.

Districtwide Council

Another level of parent involvement is the district parent advisory council. This council is set up on a parallel format to the local school council described above, but includes adequate representation from local school councils. The district council's function is to advise the District School Board on matters pertaining to compensatory education grants and distribution of funds to schools within the local district, as well as on the programs themselves. This council is also a local source for monitoring, which is an important input if New Federalism is to work with optimum efficiency.

Let us emphasize again that the purpose of this parent involvement at all levels is an advisory one only. The Councils are not meant as parallel or surrogate principals or school boards, but as advisors who represent the ideas and interests of the children being served.

New Federalism leaves to communities the decisions about spending public funds. In the words of Under Secretary of DHEW, Frank Carlucci, "The moment is ripe for developing a coordinated community structure that will end this rat-maze service system..." which results partially from the confusing tangle of categorical aid programs which presently exist. The

Better Schools Act is a big step toward leaving to communities the decisions about spending Federal funds, but mandated parent councils such as those discussed above are the backbone of a coordinated community structure that will get the Federal services where they are intended to go.

The establishment of such a coordinated community structure does sound complicated, and initially it is. But in the past minority groups, which make up the bulk of the group of children included under the Better Schools Act "disadvantaged earmark" have not been able to have an adequate voice in what will happen to them educationally. The nation's majority rule philosophy implies some necessary mandated guarantees for minorities if the rights of all citizens are to be protected.

It is Not Difficult, and Superintendents are Accustomed to it

Education has become so complex in recent years that school superintendents have become adept at dealing with the various constituent voices in their communities (c.f., the American Federation of Teachers, the National Education Association, the Parent-Teacher Associations, ad hoc parent groups, the Board of Education, and local influential persons).

Districtwide parent councils (at a minimum, and preferably local parent councils for individual schools) would formalize and coalesce a constituent voice that has not been adequately heard in the past. The NACEDC has seen evidence that when such parent councils are heard, and when "the heart contention" (as one of the Parent Council Chairmen so aptly puts it) of those hearing the council is "right," then the educational attainment of participating children is raised as much as one to one-and-one-half years for each year in school in the skills of reading and mathematics. This performance is at the heart of the Better Schools Act and the 75 percent mandated earmark for these skills.

It has been clearly documented that when parents are involved in the educational programs of their children at the classroom level, the quality of the program is increased and the educational attainment of the children is raised.

Parental interest and participation in the educational programs of their children tends to foster programs that are more responsive to the particular needs of the participants.

For all of the reasons discussed above, the NACEDC has gone on record to say that any Federal approach to education if it is to be effective, should contain a mandated parent advisory council of parents of affected children at the district level, to be involved in the planning, development, and evaluation of compensatory programs. Although the NACEDC applauds all forms of parent participation, it prefers the formal structure of an advisory council for each school building because the closer the parents are involved with the actual programs in which their children are participating, the more effective the programs will be. In addition, the Council recommends that in school districts above a given size (to be determined by the Department of Compensatory Education) there be a parent advisory group to the district.

The Council's proposed section on parental involvement for inclusion in the Better Schools Act (Section 2(c)) is an addendum to this presentation.

National Advisory Councils

There is a need for streamlining the mushrooming network of advisory councils supported by the Federal Government. In 1970 the Department of Health, Education, and Welfare funded 610 councils, of which only ten were Presidentially appointed. (A Presidential Council as defined by the Department of Justice and as discussed by the Federal Advisory Committee Act (P.L. 92-463) is a statutory council, which is appointed by the President and which is required to report to him directly.)

NACEDC applauds DHEW's appropriate move to trim the number of councils in the Department from 610 to 384 (the number funded for FY 1972), which is a decrease of some 37 percent. However, the Council wishes to emphasize that there is a significant difference in the value of a council, depending upon its methods of appointment, its responsibilities, whether or not it is statutory, and its activity. It appears evident that the most cost-effective advisory council mechanism is the Statutory, Presidentially appointed council which advises the President directly, as well as others designated by law. A Presidential appointee actively carries out his role. In addition, recent legislation makes special provisions for Presidential Councils as defined above, making activity possible. It can be documented that activity is drastically reduced without these legislated guarantees (see the Advisory Council Section of the Commissioner's Annual Report for 1973) Once the decision is made to have any advisory councils, then it is apparent that this statutory, Presidentially-appointed council, which reports to the President directly, as well as to others prescribed by law, is the most cost-effective.

Presidentially appointed national advisory councils provide citizen input as national priorities are implemented, with the citizen-consultant returning to the local district to bring back newly gained expertise which benefits the local community.

The education revenue sharing concept emphasizes increased local citizen participation, and input at the Federal level where national priorities for education expenditures are set needs this involvement.

But, the Better Schools Act does not mandate any advisory councils on the Federal level. This omission encourages proliferation of agency created councils which have a history of inactivity, or are used to circumvent strict personnel requirements set by the Civil Service Commission for that agency. Agency-created councils do not have legislated guarantees of staff or funding, nor do they have the statutory obligation and responsibility. Without a legislated obligation the focus of interest and responsibility of agency-created councils can tend to shift often, and this renders the thrust of that council's efforts to review and evaluate programs ineffective.

In our experience, backed by the recent passage and implementation of the Federal Advisory Committee Act, and with the Office of Management and Budget Guidelines pursuant to that Act, the most cost-effective mechanism for advisory councils is that of the Presidentially-appointed, statutory advisory council which reports directly to the President and Congress. This definition is in no way meant to exclude, either as a mandate or as a by-product, the advisory council's advisory relationship to the agency which it reviews and evaluates.

The Presidential Councils with statutory obligations and guarantees provide an effective mechanism for obtaining citizen input on a nationally defined priority while at the same time preserves the independent perspective which the President and Congress need, the citizens require, and the administering agency should welcome.

Council activity under Education Special Revenue Sharing would include advising and aiding in the drafting of the administrative regulations that are necessary for the legislation to be most effective in delivery of services to children benefiting from compensatory education.

The Council provides a channel for constituent input. This past year they have held conferences to hear the views of parents, teachers, Title I Coordinators, etc., and it hears and responds to these people's needs.

The Council has provided unbiased data and information to standing committees of the Congress who have made inquiries for such information.

In our opinion, at least one Presidential Council is appropriate for education revenue sharing, so that citizen review at the highest level can be made of the national priority areas designated in the Better Schools Act. For example, the Act designates that 75 percent of the funds for disadvantaged be spent on reading and mathematics improvement across the nation. Education Revenue Sharing requires specific and stiff concentration of funds requirements. And, there are many other instances of national prescription which should have citizen input as administrative regulations are processed. The reason we feel that one council, alone, for the Better Schools Act is inadvisable is the tendency for that council to be viewed as a National School Board. A small number of Presidential Councils (2 or 3) could prevent that pitfall. Another method of preventing the pitfall would be one National Advisory Council with ad hoc subgroups on the various areas which fall under the act responsible to the Council.

The NACEDC's proposed addition to the Better Schools Act on the subject of Advisory Councils is an addendum to this presentation.

2. Omission of specific mention of needs assessments and performance objectives in the legislation.

The members of the NACEDC feel that the omission of legislated needs assessments with performance objectives as a section in the Better Schools Act is a significant oversight.

While the NACEDC agrees strongly that local school districts should be providing basic education services funded by State and local monies to all schools equally, it also feels that comparability requirements, alone, do not guarantee disadvantaged children a good education. It is possible for a LEA to be in strict legal compliance with all current comparability regulations while failing to provide the children with compensatory education to meet their special educational needs.

The Council supports an expanded definition of "comparability of services" to include the concept of meeting a child's special educational needs. There should be strong Federal emphasis on a requirement for individual needs assessments of all children eligible for compensatory education programs, and for development of education programs designed to meet these specific needs.

The NACEDC recommends that the BSA would be strengthened by the addition of the legislated requirement of development of a needs assessment with performance objectives for all disadvantaged children as prerequisites to granting of funds by the State agency to the LEA's, and proof of effective results as prerequisite to subsequent funding by the SEA's to the LEA's.

3. Problems in the area of State Administration.

A. The only mention of the funding procedure for State administration costs in the BSA is indirectly, in Section 19 (Definitions), part 17 (supporting materials and services) where it says, "The term 'supporting materials and services' means: ...the administration at the State level of the program carried out under this act."

The indefinite, imprecise manner in which this issue is treated leaves wide latitude for the States to dip, without limitation, into the supportive services till for funding of State administrative operations. The only check on this State prerogative is the requirement in Section 9(b) that "The State agency designated under subsection (a) shall, for each fiscal year, develop and publish a plan for distribution of funds available..., and for the expenditure of funds retained...for use by such State agency.... Such plan shall not be adopted by a State agency until a reasonable opportunity has been given to interested persons for comment thereon." There is no indication of what action is to be taken if interested persons comment unfavorably upon the published State plan. The term "reasonable opportunity," in our opinion, should be more specifically defined. The Council, itself, would favor a much more precisely worded section which would include an upper limitation on administrative expenditures not to exceed 3 percent of the total amount allocated under Special Education Revenue Sharing. If the Better Schools Act is to effectively cut down on red tape and administration, it appears logical that a ceiling on administrative costs should be established. Competition for funds alone is an insufficient check.

B. Section 9(a): "The chief executive officer of a State shall be the State agency responsible for administration (or supervision of the administration) of the program under this act in such State, except that a specified single State agency shall be responsible for such administration (or supervision of such administration) if such officer determines that the law of the State so provides.

This wording makes it a possibility for the Governor to appoint some agency other than the already existing State Education Agency as administrator of the program. In our opinion this would be creating rather than eliminating red tape. In the first place, the present State Education Agencies already have established mechanisms and procedures for delivery of educational services, and they are the best equipped and prepared to administer the program. Secondly, if the Governor were to appoint the legislature as the administering agency in some States, where the legislature does not meet regularly, the administration of the program would be spotty at best. We feel the legislation should specify that the Governor should assure DHEW on compliance and the existing State Education Agency mechanism should administer the programs.

C. The Better Schools Act language has no specific provisions which would encourage administrative incentives for innovative programs. Since this type of funding will be diffused into the "supporting services" earmark, the Council recommends that the language of the Act be strengthened to specifically encourage innovative programs for the improvement of educational services and programs for disadvantaged children.

4. Inclusion of Preschool Children

Section 4(c)4 states: "The amount allotted to a State under this subsection shall be available only for programs and projects designed to meet the special educational needs, at the preschool [emphasis added] or any other educational level, of educationally deprived children, and at least 75 per centum of such amounts shall be available only for instruction in basic language or mathematics skills."

The Council is strongly in favor of early childhood education as an essential component to successful compensatory education programs, and it is in favor of the 75 percent concentration on reading and mathematics. However, although preschool children are included in the number eligible for use of compensatory education funds, they are not included in the formula used to compute the State Education Agency entitlement from the Federal Government. (i.e., Section 4(c)2 "...the Secretary shall allot to each State, from 60 per centum of the remainder of the sums appropriated for carrying out this Act for such year, an amount equal to (a) the number of children aged five to seventeen [emphasis added] inclusive, in such State from families with incomes below the poverty index....") As will be noted, this formula excludes the preschool population. The NACEDC recommends that the preschool population should be served, but that if they are to be served they should also be calculated in the distribution formula, and that adequate funds should be provided for this addition.

The NACEDC wants to emphasize that support of preschool programs with Better Schools Act funds does not mean that a separate categorical child care and preschool program is not necessary. Demand for services of this type are increasing as the numbers of women in the work force increase past the 50 percent mark of all women. The trend to encouraging welfare mothers to work also places large demands on the need for child care services. Head Start and other early childhood development programs with a prorated, graduated scale of payment is essential in the next decade. These programs provide custodial care and academic readiness for large number of children at every socio-economic level. These programs are very different than the type of service generally provided by Title I, ESEA, in that they supply full day care and do not merely serve during the period of the school day. It is essential that strong consideration be given to an approach for early childhood education which also maintains our nation's history of providing education services which strengthen the family unit. These two issues are not mutually exclusive, and adequate techniques are available to insure our values on the family unit while providing effective and low-cost early childhood education and care.

Constructive Suggestions

1. Consolidation of funds from the Department of Agriculture into the Better Schools Act.

The NACEDC concurs that the consolidation efforts of the Better Schools Act are necessary and good. However, the consolidation of funds from the Department of Agriculture's Child Nutrition and National School Lunch Acts is not as thorough as we would like to see it. The addition of $226 million from the Basic School Lunch (nonneedy) and the Equipment Administration ($16 million), and State Administration ($2 million) into supplementary services under the Better Schools Act is logical.

However, in line with the administration's bent toward grants consolidation, the Council would recommend a further and more encompassing grants consolidation. To be more explicit -- under the disadvantaged earmark of the Better Schools Act, the Council proposes two subdivisions. (See proposed Section 4c(ii).) The (i) division would include the approximately $1.5 billion presently allotted to education services for disadvantaged children. The (ii) division would consolidate all of the funds for food and nutrition services for disadvantaged children which are presently under the jurisdiction of the Department of Agriculture. This consolidation would bring the major sources of money now provided by the Federal Government for the education and nutrition (two areas which obviously go hand in hand) of disadvantaged children under one roof, and would really consolidate the sources to which school administrators and educators at the local level have to turn to provide educational and nutritional programs which are necessary to the success of total compensatory programs.

The rationale for the above suggestion is the following. The funds for the educationally disadvantaged and the nutritionally lacking serves the same universe of children in the same place (the schools). In the existing compensatory education legislation, some of the funds allocated may be spent for food, and often are spent for food, when local school administrators are either not cognizant of other food sources or funds, or when the grantsmanship necessary to apply for other sources are too complicated and time consuming. If the two services, which are complementary in terms of educational performance, were to be combined into one program with two parts (part A for education services and a few allowable support services, only, and part B for food only), the delivery of a total education program, administered from one Department, could be considerably streamlined to the advantage of both administrators and children.

2. SAFA funds.

Basically, the NACEDC goes along with a cutback of funds in the area of impact aid to localities for nonmilitary Federal employees. This funding covers many families who are employed in high paying Federal jobs, and who are able and do support their local schools through property taxes. However, the cut in funds for schools which serve military personnel who live in off-base housing could cause many of those schools to shut down for lack of funds to keep them in operation. In addition to this, the NACEDC does not support the rationale which prompts the specific elimination in the Better Schools Act of "any low-rent housing project held under Title II of the National Industrial Recovery Act, the Emergency Relief Appropriation Act of 1935, the United States Housing Act of 1937, the Act of June 28, 1940 (Public Law 871 of the Seventy-sixth Congress), or any law amendatory of or supplementary to any of such Acts" from the definition of the term "Federal Property" (Section 19(9)f.) Since the reason behind the funding for SAFA is that the schools receiving children from this category receive little or no tax source (either through property taxes or other taxes or other taxes from the parents' employers (i.e., the Federal Government) as a contribution to the fiscal necessities of the school system, how can children living in low-rent housing be disqualified? If the children live in low-rent housing their parents have to be making so little money to qualify that the taxes they pay would be insufficient for adequate programs, and low-rent housing is often on Federal property which gives no tax revenue sources to the public schools. How then are schools in low-income housing development areas to be financed, with little revenue either from the government or the parents? The NACEDC recommends that SAFA as defined for purposes of the Better Schools Act should include provision for children living in public housing, and that the specific elimination of these children in the definition of "Federal Property" should be deleted. The basic premise for SAFA school supplements and children in low-income housing is the same...it is Federal supplements to the schools as support for people who make a limited contribution to the local education agency for a child's education and who are located in that area as a result of a Federal decision. We are aware that there are some difficulties with the equitable allocation of funds from district-to-district and State-to-State based on local initiative, but the Council feels these difficulties can and should be worked out by legislation experts in the fiscal and formula fields.

Definition

The discussion of how adequately to define comparability of services is tied closely to the issue of the definition of "educationally disadvantaged." The BSA lacks any concrete definition of "educationally deprived children." The Council recommends that a precise, explicit definition of the universe of children to be served by Federal funds for compensatory education under the BSA should be carefully delineated in the legislation. At present, there is considerable debate going on in this area from many sources -- including Federal, State and local. Do you determine a child is educationally disadvantaged by measure of the income-level of his parents, or by his performance on a criterion-referenced test? Or would a combination of the two criteria come up with a truer picture of what is an educationally disadvantaged child? If one uses a test to make the decision, who is to decide that the test is a fair test and that it does not contain cultural bias, or socio-economic bias? How adequate and accurate are the census data upon which present allocations are based? The NACEDC proposes that a feasibility study might be done by them, with Federal funding to look into all facets of the question "who is the educationally disadvantaged child?" and to report to the President on the findings of the study by June of 1974 and 1975. And, until a better definition can be established, the Council proposes that the following definition, now included in regulations from the Office of Education, be used in the Better Schools Act:

> "Educationally deprived children" means those children who have need for special educational assistance in order that their level of educational attainment may be raised to that appropriate for children of their age, or students who have a dominant language other than English.* The term includes children who are handicapped or whose needs for such special educational assistance result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large. (*The underlined portion is a recommendation by the NACEDC in their 1973 annual report as an addition to the existing regulation.)

Migrant Education

In the President's Better Schools Act, migrant education is forced to compete with education for neglected and delinquent children for funding. It is the concensus of the Council members that this is an unfair competition. States already have institutions operating for neglected and delinquent children, which have an established need for upkeep and maintenance, as well as a need for improvement of existing programs. The physical plants for these programs already exist, and their needs for maintenance, repairs, programs, etc., will be more visible to a State Governor than the needs of a group of children moving from city-to-city and State-to-State with no visible reminder of their existence and no power to vote.

A Breakthrough in Effective Delivery of Services

In the past it has been difficult to establish the number of migrant children. The most outstanding step toward a coordinated intergovernmental approach to adequate education for migrant children has been the establishment of the Uniform Migrant Student Record Transfer System. This system, for the first time, has made it possible to pinpoint the number of migrant children being served, and keep and disseminate accurate records on their educational achievement and health care as they move from school to school. This program is now in its second year of operation, and according to officials in the Migrant Division of the Office of Education, has established that there are at least 430,000 migrant children in need of educational services in the nation today. This is nearly twice as many children as the U.S. Department of Labor had previously estimated. And, more are being added to this number at the rate of about 500 per day. Reliability studies are being done periodically to substantiate the data in the Migrant Record Transfer System.

Ideally, if a cohesive, coordinated plan for the education of these children is carried out, the program should train migrant children to a level of skill and educational attainment which will liberate them from the migrant stream. Fully successful, there will no longer be a need for a migrant program. Many believe that within a decade, automation will eliminate the need for cheap migrant labor. If automation takes over these jobs, and the children are inadequately prepared for other employment, there will be a great mass of persons without jobs or without the appropriate skills for employment, and instead of contributing to the nation's economy, they will be forced to join the ranks of the unemployed. The migrant child needs an adequate education and marketable skills if he is to be employable when automation takes over, if he is to escape the low income potential of harvesting the crops.

The Council recommends that any compensatory education program which aims to serve children of agricultural migrant workers be funded based on the use of the migrant program's own resource, the Uniform Student Record Transfer System as the determining factor in measuring the numbers of migrant children to be served. It also recommends that the system be programmed so as to take advantage of information regarding needs assessment, performance objectives and progress made by each child as he moves from school to school.

The Council encourages the maximization of interstate relationships that can be developed around the already identified migrant streams, and the absolute necessity of guaranteed Federal funds coordination. The Council recommends that a comprehensive migrant program be a mandated national priority, and that it be guaranteed an appropriation out of any compensatory plan that is to be used which is at least as much as that appropriated for fiscal year 1973 expenditures.

The migrant workers have no clout at the polls, and at a time when even well-intentioned State officials will have to put limited Federal monies into areas which the voting public will determine, the Council recommends that to protect the rights of a politically disenfranchised and disadvantaged group of children, Federal aid should be guaranteed.

Examine possibilities of consolidating funding for neglected and delinquent children with that of other agencies

In the same consolidation vein as that discussed above in relation to the food and nutrition services from the Department of Agriculture and the disadvantaged earmark from the Department of Health, Education and Welfare, the Council suggests that there might be additional, efficient consolidation in the area of aid to neglected and delinquent children. Funds for support of neglected and delinquent children come from other areas such as the Department of Justice, the Law Enforcement Assistance Administration, and the Department of Health, Education and Welfare. It is possible that meaningful consolidation could be made from these various departments to the betterment of services provided for all neglected and delinquent children. Further study in this area is indicated.

REORDERING OF SECTIONS IN BSA

A more logical sequence for sections 9 through 20 is implied by the purpose of the legislation. The present order follows:

9	State Administration
10	Federally Connected Children
11	Eligibility of LEAs
12	Remedies for Noncompliance
13	Civil Rights Requirements
14	Advance Funding
15	Labor Standards
16	Secretary's Annual Report
17	Availability of Records
18	Interstate Agreements
19	Definitions and Acts Repealed
20	Effective Date of the Act

Instead, place the eligibility and other requirements first (Sections 9-12), the remedies for noncompliance and monies for State Administration next (13-14), the matters for national perspective next (15-17), and the miscellaneous sections last (18-21) as follows:

9	Eligibility
10	Civil Rights
11	Labor Standards
12	Availability of Records
13	Remedies for Noncompliance
14	State Administration

15	National Advisory Council(s)**proposed
16	Federally Connected Children
17	Interstate Agreements
18	Advance Funding
19	Secretary's Annual Report
20	Definitions and Acts Repealed
21	Effective date of the Act

Definition of Educationally Deprived Children

Proposed Section 20 (5). The term "educationally deprived children" means those children who have need for special educational assistance in order that their level of educational attainment many be raised to that appropriate for children of their age, or students who have a dominant language other than English. The term includes children who are handicapped or whose needs for such special educational assistance result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large.

Participation of Nonpublic School Children

Proposed Section 8(B)(1): In any State which has a State plan approved under section 8(a) and in which no State agency is authorized by law to provide, or in which there is a substantial failure to provide, for effective participation on an equitable basis in programs, the Commissioner shall arrange for the provision, on an equitable basis, of such programs and shall pay the costs thereof for any fiscal year out of that State's allotment. The Commissioner may arrange for such programs through contracts with institutions of higher education, or other competent nonprofit institutions or organizations.

(2) In determining the amount to be withheld from any State's allotment for the provision of such programs, the Commissioner shall take into account the number of children and teachers in the area or areas served by such programs who are excluded from participation therein and who, except for such exclusion, might reasonably have been expected to participate.

Proposed SAFA B and Migrant Program Substitute

Distribution of Shared Revenues Within Each State

Proposed Section 5(a): Each State shall pay to each of its local educational agencies for a fiscal year an amount equal to the sums allotted to such State under Section 4(a) for such year on account of the number of children in average daily attendance who reside on Federal property, or who are children of military personnel but who do not reside on Federal property, or who are children of parents who reside in public housing in the school district of such agency.

(b)(1) From the sums allotted to a State under section 4(c) for the fiscal year ending June 30, 1974, such State shall pay to each of its local educational agencies an amount equal to the amount paid to each such agency for the fiscal year ending June 30, 1973, under title I of the Elementary and Secondary Education Act of 1965.

(2) From the remainder of such sums and from the sums allotted to such State under section 4(c) for any other fiscal year, such State shall retain an amount not to exceed 8 per cent of the amount appropriated to the States according to their respective needs for the establishment or improvement, either directly or through local educational agencies, programs of education for migratory children of migratory agricultural workers. The Commissioner may approve application for such funds only upon his determination that:

(a) a State agency shall use payments made on account of children described under section (5) b)(2) only for programs and projects (including the employment and training of personnel, and where necessary, the acquisition of equipment and the repair and minor remodeling of school facilities) which are designed to meet the special educational needs of such children.

(b) the Commissioner shall determine the number of children counted under section (5)(b)(2) in each State, taking into account the estimated number of such children who reside in the State full time and the full time equivalent of such children who reside in the State part time. In determining the number of migrant children the Commissioner shall utilize statistics made available by the migrant student record transfer system. This system shall also be utilized for achieving a coordinated program of interstate cooperation with regard to the continuing program of education of the migrant child as he moves from school-to-school during the academic year, and it shall be used in conjunction with the interstate agreements to allocate fairly among participating schools the funds provided to supplement the education of this child during the weeks he spends in each of several schools which together will provide him a coordinated, total academic year's program.

(c) If a State is unable or unwilling to conduct educational programs for such children, or if it would contribute substantially to the welfare or educational attainment of such children, or to the more efficient management of the program, the Commissioner shall make special arrangements with other public or nonprofit private agencies to carry out the purposes of this clause [illegible] one or more States, and for this purpose he may set aside on an equitable basis and use all or part of the grants available for such State or States.

(d) The maximum total grants which shall be made available for use in any State for this section shall be an amount equal to 35 per centum of the average per pupil expenditure in that State, or if greater 2/3 of 35% of the national per pupil expenditure in the United States multiplied by (1) the number as established by the uniform migrant record transfer system aged five to seventeen inclusive, who reside in the State full time, and (2) the full-time equivalent of the number of such migratory children aged five to seventeen, inclusive, who reside in the State part time, as determined by the Commissioner (with statistics provided by the uniform migrant record transfer system), except that if, in the case of any State, such amount exceeds the amount required under subsection (b)(2), the Commissioner shall allocate such excess, to the extent necessary, to other States whose maximum total of grants under this sentence would otherwise be insufficient for all such children to be served in such other States. In the event the amount appropriated for a fiscal year to carry out this section is insufficient to pay all the maximum grants for which State agencies are eligible under this section, the maximum grant of each such agency shall be ratably reduced.

(e) For purposes of this subsection, with the concurrence of his parents, a migratory child of a migratory agricultural worker shall be deemed to continue to be such a child for a period, not in excess of five years, during which he resides in the area served by the agency carrying on a program or project under this section.

(f) that in planning and carrying out programs and projects, there has been adequate assurance that provision will be made for the preschool education needs of migratory children of migratory agricultural workers, whenever such agency determines that compliance with this clause will not detract from the operation of programs and projects prescribed in the above sections of this Act after considering the funds available for this purpose.

3. From the remainder of such sums and from the sums allotted to such State under Section 4(c) for any other fiscal year, such State shall retain such amounts as it deems necessary for meeting the special education needs of neglected or delinquent children, except that the amount retained by such State under this paragraph for any fiscal year shall not exceed an amount equal to the expenditure index for such State for such year multiplied by the number of such children in such State during such year.

4. Same as present Paragraph 3 (And renumber all subsequent paragraphs.

Parental Involvement

Proposed Section 2(c): In the case of the disadvantaged earmark, the Commissioner shall promulgate regulations with respect to such program setting forth criteria designed to encourage parent involvement and provide for payments to local educational agencies; applications for such payments shall:

(1) set forth such policies and procedures as will ensure that programs and projects assisted under the application have been planned and developed, and will be operated, in consultation with, and with the involvement of, parents of the children to be served by such programs and projects;

(2) be submitted with assurance that such parents have had an opportunity to present their views with respect to the application; and

(3) set forth policies and procedures for adequate dissemination of program plans and evaluation to such parents and public.

Each local educational agency shall prior to the submission of an application for fiscal year 1974 and any succeeding fiscal year, establish a council in which parents (not employed by the local educational agency) of educationally deprived children residing in attendance areas which are to be served by the project, constitute more than a simple majority, or designate for that purpose an existing organized group in which such parents will constitute more than a simple majority, and shall include in its application sufficient information to enable the States to make the following determinations:

(i) That the local educational agency has taken appropriate measures to insure the selection of parents to the parent council who are representative (a) of the children eligible to be served (including such children enrolled in private schools) and (b) of the attendance areas to be included in compensatory education programs of such agency;

(ii) That each member of the council has been furnished free of charge copies of compensatory education regulations, guidelines, and criteria issued pursuant thereto, State regulations and guidelines, and the local educational agency's current application; and that such other information as may be needed for the effective involvement of the council in the planning, development, operation, and evaluation of projects under compensatory education programs (including prior applications for compensatory education projects and evaluations thereof) will also be made available to the council:

(iii) That the local educational agency has provided the parent council with the agency's plans for future compensatory education projects and programs, together with a description of the process of planning and developing those projects and programs, and the projected times at which each stage of the process will start and be completed;

(iv) That the parent council has had an adequate opportunity to consider the information available concerning the special educational needs of the educationally deprived children residing in the project areas, and the various programs available to meet those needs which should be addressed through the compensatory education program and similar programs;

(v) That the parent council has had an opportunity to review evaluations of prior compensatory education programs and has been informed of the performance criteria by which the proposed program is to be evaluated;

(vi) That the compensatory education program in each project area includes specific provisions for informing and consulting with parents concerning the services to be provided for their children under the compensatory education Act and that ways in which such parents can assist their children in realizing the benefits those services are intended to provide;

(vii) That the local educational agency has adequate procedures to insure prompt response to complaints and suggestions from parents and parent councils;

(viii) That all parents of children to be served have had an opportunity to present their views concerning the application to the appropriate school personnel, and that the parent council has had an opportunity to submit comments to the State educational agency concerning the application at the time it is submitted, which comments the States shall consider in determining whether or not the application shall be approved.

The State may establish such additional rules and procedures not inconsistent with the provisions of this section, as may be reasonably necessary to insure the involvement of parents and the proper organization and functioning of parent councils.

National Advisory Council

Proposed Section 15(1)(a): There shall be a National Advisory Council on the Education of Disadvantaged Children (hereinafter in this section referred to as the "National Council") consisting of fifteen members appointed by the President, without regard to the provisions of title 5, United States Code, governing appointment in the competitive service, for terms of three years, except that (1) in the case of initial members, five shall be appointed for terms of one year each and five shall be appointed for terms of two years each, and (2) appointments to fill vacancies shall be only for such terms as remain unexpired. The National Council shall meet at the call of the Chairman.

(b) The National Council shall review and evaluate the administration and operation of this title, including its effectiveness in improving the educational attainment of educationally deprived children, including the effectiveness of programs to meet their occupational and career needs, and make recommendations for the improvement of this title and its administration and operation. These recommendations shall take into consideration experience gained under this and other Federal educational programs for disadvantaged children and, to the extent appropriate, experience gained under other public and private educational programs for disadvantaged children.

(c) The National Council shall make such reports of its activities, findings, and recommendations (including recommendations for changes in the provisions of this title) as it may deem appropriate and shall make an annual report to the President and the Congress not later than March 31 of each calendar year. Such annual report shall include a report specifically on which of the various compensatory education programs funded in whole or in part under the provisions of this title, and of other public and private educational programs for educationally deprived children, hold the highest promise for raising the educational attainment of these educationally deprived children. The President is requested to transmit to the Congress such comments and recommendations as he may have with respect to such a report.

(d) The National Advisory Council Chairman shall have sole responsibility for the calling and the adjournment of all Council meetings. The National Advisory Council is authorized to meet as often as it deems appropriate, without the advance approval of the agencies it evaluates. All full Council meetings are to be open to the public, and any closed sessions must present their determinations in the full public meeting for adequate public response.

(e) Members of the National Advisory Council on the Education of Disadvantaged Children who are not in the regular fulltime employ of the United States shall, while attending meetings or conferences of the advisory council, be entitled to receive compensation at a rate fixed by the Commissioner, but not exceeding the rate specified at the time of such service for grade GS-18 in section 5332 of title 5, United States Code, including travel time, and while so serving on the business of the advisory council away from their homes or regular places of business, they may be allowed travel expenses, including per diem in lieu of subsistence, as authorized by section 5703 of title 5, United States Code, for persons employed intermittently in the Government service.

(f) The National Advisory Council is authorized to exist through July 1, 1978.

(g) In order to fulfill its duties as prescribed by law, the Council is authorized to--

(i) enter into contracts with appropriate individuals and with public agencies and private organizations;

(ii) appoint and fix the compensation of such personnel as may be necessary;

(iii) employ experts and consultants in accordance with section 3109 of title 5, United States Code;

(iv) utilize, with their consent, the services, personnel, information, and facilities of other Federal, State, local and private agencies with or without reimbursement;

(v) consult with the heads of such Federal agencies as it deems appropriate; and

(vi) conduct such hearings at such times and places as it deems appropriate for carrying out its functions under this part.

(2)(a) The National Advisory Council shall have as an additional obligation the responsibility for the two-year period beginning July, 1973 and ending June 30, 1975, the carrying out of a thorough study to establish a meaningful, equitable definition of what is an educationally deprived child. The study should encompass such areas as the feasibility of the criterion referenced test as a method of identifying and evaluating the progress of a child with educational disadvantaged. It should probe the area of the adequacy of the data sources presently being used to establish the numbers of educationally deprived children counted in the formula upon which allocation figures for this program are based. At the end of the two-year period the Council should prepare a report for the President and Congress which will include the definition they have determined to be fair and proper for disadvantaged children, and the methods by which these children can best be identified, taught and evaluated.

(b) There shall be authorized an additional $500,000 for this purpose, payable in the first year and available for the complete period of the study.

Proposed revision of the Better Schools Act to allow for inclusion of funding, under the disadvantaged earmark, of nutrition, which is now administered under the Department of Agriculture.

Proposed Section 2(b): It is therefore the purpose of this Act to consolidate certain current programs of Federal assistance to elementary or secondary education into a system of Federal revenue sharing for education designed to assist in meeting such needs, to assist in encouraging innovation and development of new educational, and in the case of disadvantaged children, nutritional programs and practices, to assist in providing compensatory education and nutrition for educationally deprived children; to assist in providing the special educational services needed by the physically or mentally handicapped, to encourage the greater attention to the vital field of vocational education, to assure to children whose parents live on Federal property an education comparable to that given to other children, and to assist in providing State and local educational officials with the flexibility and responsibility they need to make meaningful decisions in response to the needs of their students....

Allotment and Use of Shared Revenues

Proposed Section 4(c)4(i): The amount allotted to a State under this subsection shall be available only for programs and projects designed to meet the special educational needs, at the preschool or any other educational level, of educationally deprived children, and at least 75 per centum of such amounts shall be available only for instruction in basic language or mathematics skills.

Proposed Section 4(c)4(ii): In recognition of the demonstrated relationship between food and good nutrition and the capacity of children to develop and learn, based on the years of cumulative successful experience under the National School Lunch Program with its significant contributions in the the field of applied nutrition research, and in recognition of the benefits of a consolidated approach to education for the disadvantaged child, these efforts shall be extended and strengthened under the authority of the Secretary of the Department of Health, Education and Welfare, but administered by the Division of Compensatory Education, as a measure to safeguard the health and well-being of the Nation's children in conjunction with safeguarding their opportunity for an equal education. Under this section there is hereby authorized to be appropriated all funds provided for the nutritional benefit of disadvantaged children under the Child Nutrition Act of 1966, as amended, and under the National School Lunch Act, as amended, presently administered by the Secretary of Agriculture, but by reason of this act to, from this time forward, be administered by the Division of Compensatory Education, under the Secretary of DHEW.

Proposed Section 4(c)4(iii): The amounts allotted to a State under section 4(c)(i) shall be used only for services and programs which deal directly with the educational attainment of the disadvantaged child under section 20(5) excluding all food and food-related services, and the amount allotted to a State under section 4(c)4(ii) shall be used only for provision of food and food services to the eligible group of disadvantaged children under the provision of the National School Lunch Act, As amended.

Three Alternative Allocations for Disadvantaged Children
Compared to the FY 72 Title I Allocation
Title I (in Millions $)

	Actual FY72 1960 Census Floor-FY71 (1)	Estimated FY74 1970 Census Floor: FY67 (2)	H. R. 69 1970 Census Floor-FY72* (3)	H.R. 5823 1970 Census No Floor (4)
1. Alabama	42.1*	38.0	42.5	35.7
2. Alaska	2.3	3.8	3.4	5.3
3. Arizona	11.2	11.3	11.5	15.4
4. Arkansas	26.2*	24.0	26.5	21.0
5. California	135.2	129.8	136.4	124.4
6. Colorado	12.8	13.6	13.1	15.1
7. Connecticut	13.9	14.6	14.3	14.8
8. Delaware	3.3	3.6	3.4	4.8
9. District of Columbia	9.3	12.0	9.7	10.5
10. Florida	37.8*	40.2*	40.2	58.6
11. Georgia	41.7*	44.2	42.1	43.3
12. Hawaii	3.6	4.3	3.7	4.6
13. Idaho	3.8	4.0	4.0	3.7
14. Illinois	68.8	78.5	69.8	73.6
15. Indiana	20.0	23.2	20.8	25.1
16. Iowa	16.6	16.3	16.7	15.0
17. Kansas	12.1	11.7	12.5	13.0
18. Kentucky	38.1*	34.5	38.3	27.4
19. Louisiana	37.2	35.7	38.0	51.6
20. Maine	6.4	6.8	6.6	6.7
21. Maryland	21.2	23.1	22.5	29.0
22. Massachusetts	27.1	29.9	28.0	27.5
23. Michigan	55.2	63.9	58.1	56.0
24. Minnesota	22.9	23.7	23.2	24.4
25. Mississippi	43.9*	39.2	44.2	34.0
26. Missouri	28.2*	27.1	28.5	30.3
27. Montana	4.2	4.4	4.4	5.2
28. Nebraska	8.3	8.4	8.5	8.9
29. Nevada	1.3	1.3	1.3	2.2
30. New Hampshire	2.4	2.6	2.5	3.1
31. New Jersey	51.1	53.1	52.2	46.2
32. New Mexico	11.0*	11.2*	11.2	13.1
33. New York	207.0	220.1	210.0	199.0
34. North Carolina	60.8*	58.9	61.9	45.9
35. North Dakota	5.4	5.4	5.4	4.8
36. Ohio	44.6	51.4	49.1	53.6
37. Oklahoma	19.8*	19.3	20.3	18.4
38. Oregon	12.3	12.2	12.8	14.3
39. Pennsylvania	73.9	74.8	74.7	70.1
40. Rhode Island	5.8	5.9	6.0	5.9
41. South Carolina	36.4*	33.7	37.1	27.8
42. South Dakota	6.7*	6.3	6.9	6.0
43. Tennessee	38.3*	34.8	38.7	32.5
44. Texas	90.1	94.0	93.4	104.6
45. Utah	4.4	4.9	4.5	5.2
46. Vermont	2.6	3.0	3.0	3.2
47. Virginia	36.1*	35.9	37.1	37.8
48. Washington	16.0*	17.8	16.1	19.3
49. West Virginia	21.5*	19.1	21.7	16.1
50. Wisconsin	19.3	21.4	20.0	25.7
51. Wyoming	1.8*	1.8*	1.8	2.3
~~52. American Samoa~~ ~~53. Guam~~ Outlying areas & BIA	42.9	46.8	46.8	46.8
~~54. Puerto Rico~~ ~~55. Trust Territory~~ Total	1, 565.3	1,605.3	1,605.3	1,588.0
~~56. Virgin Islands~~				

* Eighteen states in column 1, six states in column 2, and all states in column 3 are funded at the floor level for LEAs.

ESEA, Title I - 1972	ESA Earmarked	ESA 1974 OE Budget Office [illegible]	
Title I, ESEA	Disadvantaged	LEA's	$1,362,173,000
		Handicapped	75,982,000
		Neglected & Delinquent	20,705,000
		Migratory Children	78,772,000
		State Administration	17,105,000
		Incentive Grants	9,220,000
		Grants for high concentration of poor	88,084,000
		Advisory Committee	185,000
		Total	$1,645,185,000
Sec. 3 P.L. 81-874-Sec. 6 Sec. 7	SAFA	Maintenance & Operations (a) Payments to LEA's Section 3(a) & Indians	232,000,000
		Total	232,000,000
		Occupational Vocational & Adult Education	
		Grants to States for Voc. Ed.	
		Annual appropriations, Pt. B	
		Handicapped (10%	37,868,[illegible]
		Disadvantaged (15%)	56,802,300
		Post Secondary (15%)	56,802,300
		Other (60%)	226,009,200
		Permanent Appropriations	
		Smith-Hughes Act	
		Handicapped (10%)	719,140
Smith-Hughes Act, 1963		Disadvantaged (15%)	1,074,818
Higher Education Act, 1965		Post-Secondary (15%)	1,074,818
Title V, B,4		Other (60%)	4,296,873
Voc. Ed. Act, 1963		Nat'l Advisory Committee	330,000
		Programs for students with special needs	60,000,000
Adult Ed. Act, Sec. 309	Vocational Education	Consumer and Homemaking Education (VEA, Pt. F)	25,625,000
Adult Ed. "Strike Out"		Work-Study, (VEA, Pt. H)	6,000,000
Sec. 304		Cooperative Education (VEA, Pt. G)	19,500,000
305 306		State Advisory Councils (VEA, Pt. F)	5,000,000
307 308		Vocational Research	
310		Innovation (VEA Pt. D)	8,000,000
314 312(b)		Grants to State Research-Grants to States (VEA, Pt. C)	8,000,000
		Adult Education	
		Grants to States	51,134,000
		Nat'l Advisory Committee	180,000
		Total	528,886,488
Education for the Handicapped, Part B	Education for the Handicapped	Education for the Handicapped State Grant Program, (EHA, Pt. B.	37,500,000
		State grant program	17,073,881
Title II, ESEA		Handicapped (15%	98,758,002
Title III, ESEA		Other (85%	
Title V, ESEA		Special Projects	
NDEA, Title III		handicapped (?)	3,013,060
Child Nutrition Act of 1966,		Other (8%	17,073,883
"Strike Outs"		State Advisory Committee	375,000
Sec. 5 7	Supporting Services	Subtotal	146,073,481
National School Lunch Act, "Strike Out"		School Lunch Program	
Sec. 4 5 7 8 10		Basic School Lunch, non-needy	228,000,000
		Equipment Assistance	16,000,000
		State Administration	2,000,000
11(d) Substitutions		Subtotal	244,000,000
		Total	390,073,881
		Grand Total	3,771,300,488

	ESA 1974 Chief State School Officer 1973	1974
Disadvantaged	$1,487,320,000	$1,920,850,000
Total	$2,387,500,000	$1,838,850,000
P.L. 874	$ 582,880,000	$ 663,765,000
Total	$ 582,580,000	$ 663,765,000
Vocational Education	$ 431,858,000	$ 530,872,500
Total	$ 481,430,000	$
Handicapped EHA-B	$ 37,500,00	$ 66,745,000
Supporting Services	$ 377,832,000	$ 378,481,000
Subtotal	$ 377,882,000	$ 268,001,000
School Lunch Act	282,544,000	$ 244,033,000
Total	$2,617,980,000	$ 848,527,000

	ESA Ed. Research Funding Council 1973	1974
LEA's	$1,380,100,000	$1,443,600,000
Handicapped		
Neglected & Delinquent	22,100,000	22,100,000
Migratory Children	58,430,000	58,400,000
State Administration	17,800,000	-
Incentive Grants	8,[illegible],000	-
Grants for high concentration of poor	28,100,000	-
Advisory Committee		
Set aside from Voc. Ed.	(under Voc. Ed. Earmarked)	
Total	$1,626,100,000	$1,524,100,000
P.L. 874 LEA's (Sec. 3a)	227,330,000	232,000,000
LEA's (Sec. 3b)	146,100,000	-
Total	373,400,000	232,000,000
Annual Appropriation (VEA Pt. B)	383,300,000	383,000,000
Disadvantaged (15%)	57,000,000	57,000,000
Permanent Appropriations		
Smith-Hughes Act	7,200,000	7,200,000
Programs for students with special needs (VEA Pt. B)	20,000,000	20,000,000
Consumer & homemaking education (Pt. F)	26,600,000	26,600,000
Work study (VEA, Pt. H)	6,000,000	6,000,000
Cooperative Education (VEA, Pt. G)	19,600,000	19,600,000
State Advisory Council (Pt. A)	5,000,000	5,700,000
Innovation (VEA, Pt. D)	8,000,000	8,000,000
Research Grants to States (VEA, Pt. C)	9,000,000	9,000,000
Residential Voc. Ed. (VEA, Pt. E)	-	-
Total	488,300,000	487,000,000
Grants to States (EHA, Pt. B	37,500,000	37,500,000
Handicapped set aside from ESEA, Title I	67,000,000	67,900,000
Handicapped set aside, Title III	21,900,000	21,900,000
Handicapped set aside, Voc. Ed.	-	-
Act of 1965, State Grants	37,700,000	37,700,000
Total	166,000,000	168,000,000
Title II, ESEA School Libraries	95,000,000	-
Title III, ESEA Supplementary (setaside)	124,300,000	124,300,000
Title V, ESEA (strengthening state ed. departments)	38,000,000	-
Title III, NDEA	1,500,000	-
National School Lunch & Child Nutrition Act	219,000,000	230,000,000
Education Professions Development Act, (B-2)	-	-
Adult Education Act (excluding Sec 309)	51,100,000	51,100,000
Advisory Councils (Combined)	800,000	800,000
Total	584,900,000	430,400,000

1974 NACSS Program Repealed Under ESA	
Title I	$1,381,000,000
SAFA	227,110,000
Smith-Hughes Act	7,161,000
Vocational Education, 1963, Pt. A	2,690,000
Annual Appropriations, Pt. B	376,382,000
Part C - Research & Training	6,000,000
Part D - Exemplary Programs & Projects	9,000,000
Part E - Residential Voc. Ed.	-
Part F - Consumer & Homemaker Ed.	25,625,000
Part G - Cooperative Voc. Ed. Programs	19,500,000
Part H - Work-Study Program for Voc. Ed.	6,000,000
Part I - Curriculum Development in Voc. Ed. & Tech. Ed.	4,000,000
Adult Education Act, 1966	51,134,000
Total	511,492,000
Handicapped, Part B	37,500,000
Title II	87,000,000
Title III	146,164,000
Title V	38,000,000
Title III, NDEA	50,000,000
Child Nutrition Act, 1966, Sec. 4 7	
National School Lunch Program Sec. 4 5 7 8 10	274,000,000
Total	861,168,000

THE 1973 ANNUAL REPORT TO THE PRESIDENT AND THE CONGRESS

ERRATA

Letter of Transmittal

1st page, 2d paragraph -- Mr. Duane Matheis should read "Mr. Duane Mattheis"

11th line, 2d paragraph -- substitute "our" for "are"

Table of Contents

Insert the attached "Council's Activities, 1972-1973" between pages 24 and 31

Page 1

1st paragraph, line 1 -- "terminates" should be "terminate"

Last paragraph -- delete the word "the" after the word "for"

Page 4

Paragraph 6, item 2 -- revise item to read as follows:

"--'a bypass mechanism be provided in any compensatory education legislation to permit the U.S. Commissioner of Education to enable services providing effective participation of eligible nonpublic school children wherever they attend school, if state laws conflict with Federal mandates, or if there is substantial failure to provide comparable services by a local education agency."

Paragraph 8, item 2, line 4 -- "determing" should be "determining"

Page 6

Item 6, line 6 -- insert the word "and" before the word "method"

Page 10

2d full paragraph, lines 1 and 2 -- delete the word "educational"

Page 23

2d paragraph, line 1 -- insert the word " should" behind the word "role"

Page 27

4th paragraph, line 3 -- change Elementaty to "Elementary"

Page 41

2d full paragraph, first line -- change "ststes" to "states"

ERRATA, page 2

Page 46

delete 2d full paragraph, and insert the following paragraph:

"Parent Conference

The NACEDC hosted a representative group of parents at a national conference on compensatory education, January 5-6, 1-73, to determine the extent the Federal regulations and guidelines had on influencing parental participation on the local level. The conference was a success. The Council experi-

Page 52

2d paragraph, line 7 — change "handcap" to "handicap"

Page 65

1st paragraph, item 2 — revise to read as follows:

> "— a bypass mechanism be provided in any compensatory education legislation to permit the U.S. Commissioner of Education to enable services providing effective participation of eligible nonpublic school children wherever they attend school, if state laws conflict with Federal mandates, or if there is substantial failure to provide comparable services by a local education agency."

Page 67

first full paragraph, line 5 — change "was" to "way"

APPENDICES

Page 101, Chairman's Testimony

under occupation for Honorable Barbara Culver, change "Jueveile" to Juvenile"

Page 102

Mr. Peter Brennen should be Mr. Peter Brennan

Page 106, "Table of Contents" of Successful Title I Projects

Insert "Addison, Michigan, Remedial Reading" before "Fernley, Nevada, Pegasus Basic Skills"

Page 108

Item 33, New York -- Insert "Alpha One on same line with "English as a Second Language"

ERRATA, page 3

Page 117
Remove page 117, Phoenix, Arizona 85001, and insert it behind
page 115, therefore making the former page 117, page 116.

Page 121
1st paragraph, line 7 -- substitute the word "test" for "rest"

Page 122
3rd paragraph, line one -- change "wart" to "ward"

Page 132
2d paragraph, line change Cates-MacGinitie to Cates-McGinitie

Page 134
top of page — Wilbur Gert should be Wilbur Gerst

Page 149
1st paragraph, line 2 — change the word "none" to "nine"

Page 175
2d paragraph, line 3 — change "cassetts" to "cassettes"

Page 178
under column heading "District Name and Title No. in Program"

Decterville should be Deckerville
Narper Creek should be Harper Creek

Page 179 under column heading "District Name and Title No. in Program"
Mayindale-N should be Melbindale

Page 180 under column heading "District Name and Title No. in Program"
Onetema should be Onekama

Page 183
under Sponsor -- San Barnardino, Ca. 92410 should be
San Bernardino, Ca. 92410

Page 188
under Sponsor -- "Ptoject" should be "Project"

Page 199
under Sponsor -- Areata should be Arcata

Page 201
under Sponsor -- "Santa Rose" should be "Santa Rosa"

Page 218
Item 3 — "twenty-four year old" should read " 20 four year old"

Page 228
1st full paragraph, line 10 - -- change "it" to "if"

Council Activities - 1972-1973

The NACEDC's statutory obligation, Section 148, ESEA, is to review and evaluate the administration and operation of Federal programs with emphasis on title I which aim to improve the educational attainment of educationally disadvantaged children, and to report its findings and recommendations to the President and the Congress as often as the Council feels is appropriate.

In fulfillment of its obligation, and through the means of three national conferences, the Council gathered evaluative data on delivery of services, identified special problems concerning Title I programs, initiated contacts with Federal, State and local officials, and attempted to determine to what extent the regulation on parent involvement had been enforced.

For the first time, on the national level, Council held hearings with practitioners and clients of compensatory education services in order to better judge what recommendations and improvements were needed to make the implementation of regulations and guidelines in Title I programs more effective.

As required by Public Law 92-465, The *Federal Advisory Committee Act*, which was passed in October 1972, all council meetings are open to the public. Meetings must be announced in the Federal Register in advance. This was done, and many observers have attended and participated in the Council's sessions.

State Title I Coordinators' Conference. In November 1972 Council invited all State Title I Coordinators to come before the Council to discuss their views on current legislative proposals, regulations and administrative improvements, on services to the educationally disadvantaged children. During this hearing, Council was able to collect accumulated information on expenditures of Title I dollars, not available on the national level, and gathered exemplary programs to determine the criteria states were using to identify exemplary projects as being effective. The Council was also made aware of the major problems state and local officials encountered in the administration and review of title I programs, and those they believed added to the complexities of administering educational services effectively to the disadvantaged children in their individual states.

A group of sixteen parents of title I children, coming from the eastern seaboard states, asked to be placed on the agenda and to participate in the conference, and consequently were also invited to attend the State Title I Coordinators' Conference and make their views and recommendations known to the Council, concerning the role of parent involvement and title I programs in their particular states.

At this conference, parents stated that state and local officials were not responsive to their communities and that parents were often unable to obtain title I materials, all of which is public information. Parents were permitted to participate in the discussion sessions with the State Coordinators, and submit their own resolutions for Council to consider along with those of the State Coordinators. However, because this conference was for the benefit of the State Coordinators, and parents were attending as public observers they could not vote on any of the resolutions.

State Migrant Coordinators" Conference. In December 1972 the Council attended the fifth annual State Migrant Coordinators Conference and jointly hosted the afternoon session on December 15 to hear their recommendations and experiences.

State migrant representatives informed the Council that prior to the 1966 Amendment to Title I ESEA, states had not provided funds for migrant programs. The representatives believed that migrant programs at state level do have some leverage over localities, but that localities as a rule would do little or nothing to help the migrants which local officials believe "are not our children." Discussions centered around the need for the five-year migrant clause,* the inaccuracy of the census report on migrant children, minority hiring and requesting Council and study their recommendations and resolutions which were unanimously endorsed by the unified group.

Conference on Compensatory Education. In partial fulfillment of a legislative mandate and Council's statutory obligation to improve the educational attainment of the disadvantaged, the Council hosted fifty selected conferees in January 1973. In order to have a representative group of parents and Parent Advisory Council members, the participants were selected in the following manner:

---

* (4) For purposes of this subsection, with the concurrence of his parents, a migratory child of a migratory agricultural worker shall be deemed to continue to be such a child for a period, not in excess of five years, during which he resides in the area served by the agency carrying on a program or project under this subsection.

1. By ethnic distribution within each Region of Title I eligible children.

2. By region; five representatives from each Department of Health, Education and Welfare region; (There are 10 DHEW Regions.)

3. By source distribution, so that the various contributing sources of nominees would be represented fairly. (State and local officials, civil rights groups and council members and other individuals.)

4. By program emphasis, to include parents of children being served in the nonpublic schools, institutions for the handicapped and the neglected and dependent, and of agricultural migrants.

The views of these parents were expressed before the Council, and suggestions were made as to ways services might be improved to help their children.

Council anticipated that parents could provide evaluative material on local programs, and the needs and problems facing parents of title I eligible children. It became apparent that parents would undergo job jeopardy, physical hardship, emotional difficulty and illness to attend a National conference in hopes of helping their children obtain an better compensatory education.

Testimony of the Chairman To A General Education Subcommittee of the House Committee on Education and Labor.

On February 5, 1973, the Chairman of the National Advisory Council on the Education of Disadvantaged testified before the House General Education Subcommittee and expresses the Council's views on issues concerning pending Title I legislation.

The Chairman reemphasized to the Subcommittee that the Council's primary role was evaluating the implementation of programs and strengthening the aspects of Title I aid and regulations which can produce the most improvement in educational opportunities to the educationally deprived children.

Commenting on the various legislation proposals and compensatory education bills pending, the Chairman stated that any measures taken by the subcommittee should contain and reflect certain guarantees to protect the educationally disadvantaged children. That is the Council's greatest concern.

Speaking on the highlights of successful programs, the Council believes that the success was due to the hard work of the dedicated education professional at all levels in coordination with an active state and local parent advisory councils.

The Chairman stated that the progress made far outweighed the failures and violations, and that adequate accountability should be included in any federal educational programs which are intended for the disadvantaged child.

Minutes of each of the above major meetings are available upon request.

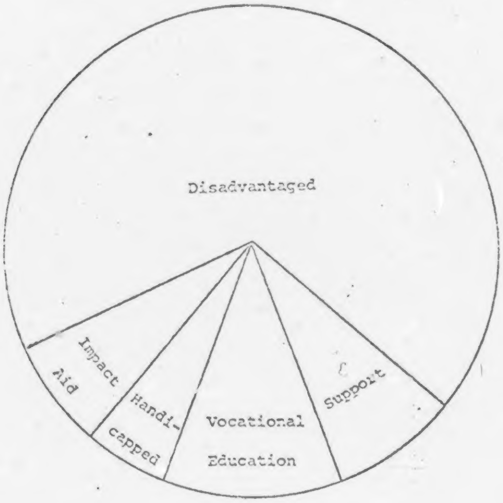
Analysis of

Better Schools Act of 1973

This presentation is made to help in understanding the Better Schools Act of 1973 submitted to Congress on March 19, 1973. Using the table in the testimony which compares 1973 fund distribution with proposed distribution under this Act, a series of pie charts, are attached which convey the meaning and thrust of the Act. A total of $2,770,992,000 is the proposed appropriation. Section 4 "Allotment and Use of Shared Revenues" supplemental by Section 19 "Definitions" are the key sections for these pie charts.

General

The draft bill has been introduced in the House of Representatives as HR-5823 and in the Senate as S-1319. The two programs of NCIES to be repealed are Part B-2 State Grants of EPDA and Title III, Section 306 of ESEA. The revenues shared with the States would be available for five general purposes as represented on this pie chart.

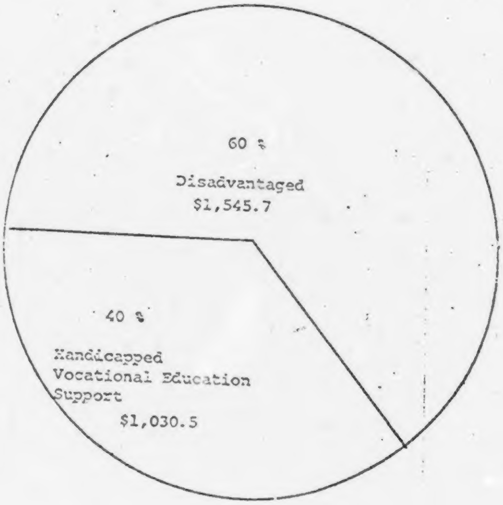


Better Schools Act of 1973

Chart 3 - The Act states that, 60% of the sum will be allocated for education of the disadvantaged. This is comparable to the former ESEA, Title I program. The balance of 40% is to be allocated for education of the handicapped, vocational education and supporting materials and services.

The 60% is equal to $1,545,711,000 and the 40% is equal to $1,030,489,000 for a total of $2,576,198,000.

(93% = total circle or $2,576.2)

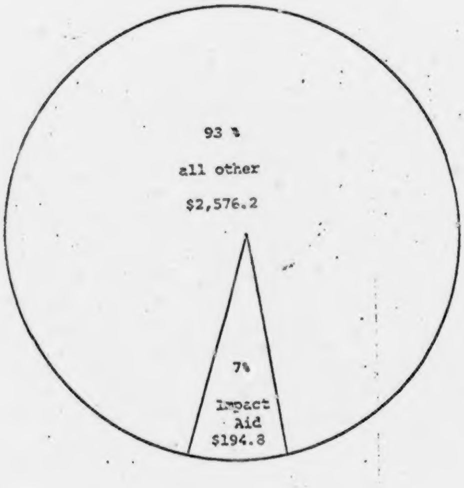


Better Schools Act of 1973

Chart 1 - The Act states that, "60% of the average per pupil expenditures multiplied by number of children in average dialy attendance in public elementary and secondary schools during year who reside on Federal property" must be allocated and passed through States to school district. (This is the former SAFA Category A type allocation.)

Applying the criteria quoted above, $194,794,000 of 7% of total appropriation is then set aside for assistance for schools enrolling children who live on Federal property. The balance of $2,576,198,000 or 93% is available for all other sections of the Act.

(100% = total circle or $2,771.0)

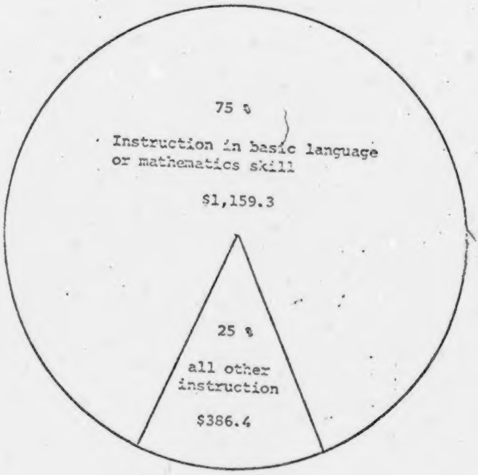


Better Schools Act of 1973

Chart 4 - The act states that, "at least 75% of such amount (education of disadvantaged) shall be available only for instruction in basic language or mathematics skill." The balance, therefore, being available for all other instruction.

The 75% is equal to $1,159,283,000 and 25% is equal to $386,428,000 for a total of $1,545,711,000 for education of disadvantaged.

(60% = total circle or $1,545.7)

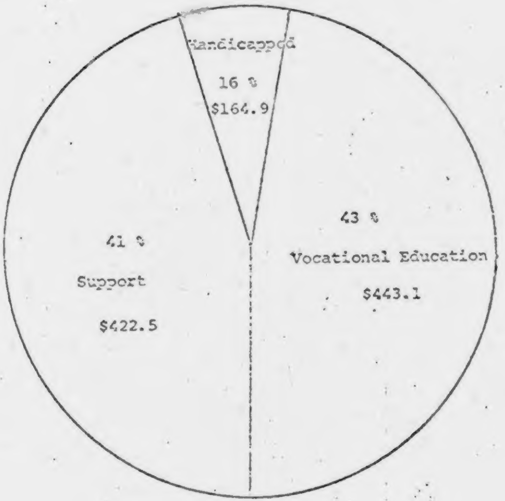


Better Schools Act of 1973

Chart 5 - The Act states that, of the remaining amount i.e. 40%, 16% shall be available -- to meet special educational needs of handicapped children; 43% shall be available for vocational education activities; and 41% shall be available for supporting materials and services. Transfers of up to 30% can be made of handicapped and vocational education into any other area except impact aid (SAFA). Secretarial approval needed for over 30%. Support can be moved into disadvantaged, handicapped or vocational education.

The 16% is equal to $164,878,000; the 41% is equal to $422,501,000; and the 43% is equal to $443,110,000 for a total of $1,030,489,000.

(40% = total circle or $1,030.5)

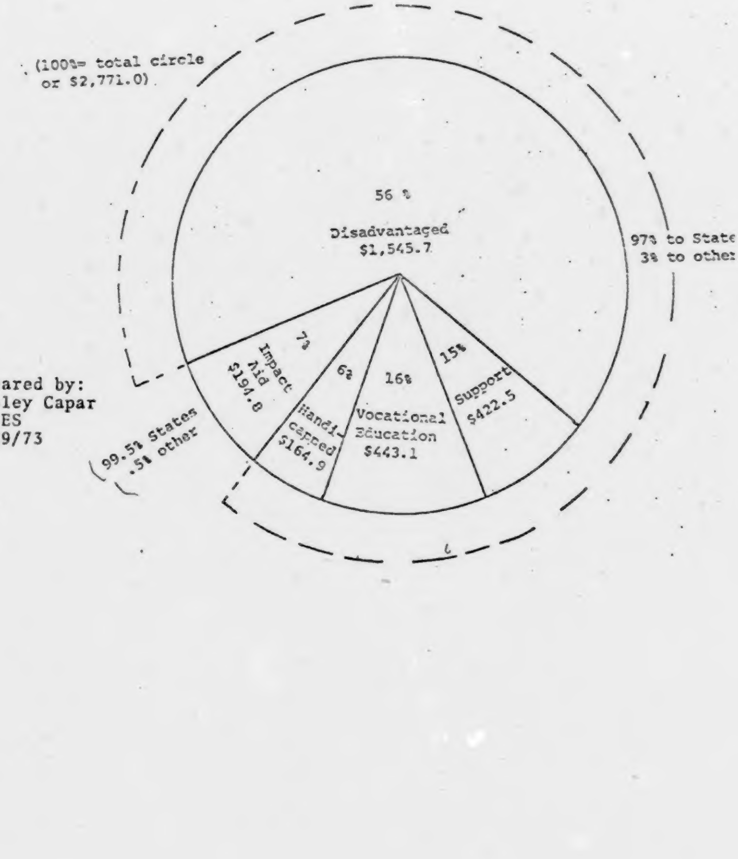


Better Schools Act of 1973

Chart 6 - After all allocations are made the total appropriation of $2,770,992,000 ($2,771.0) shows a distribution to the disadvantaged of 56%; impact aid of 7%; handicapped of 6%; vocational education of 16% and support materials and services of 15%.

The dollars would be:

Disadvantaged	$1,545.7	$46.4	$1,499.3
Impact Aid (.5%)	194.8	1.0	193.8
Handicapped	164.9	4.9	160.0
Vocational Education	443.1	13.3	429.8
Support Materials & Services	422.5	12.7	409.8
	$2,771.0	$78.3	$2,692.7



Prepared by:
Wesley Capar
NCIES
3/29/73

Three Alternative Allocations for Disadvantaged Children
Compared to the FY 72 Title I Allocation
Title I (in Millions $)

	Actual FY72 1960 Census Floor=FY71 (1)	Estimated FY74 1970 Census Floor: FY67 (2)	H. R. 69 1970 Census Floor=FY72* (3)	H.R. 5823 1970 Census No Floor (4)
1. Alabama	42.1*	38.0	42.5	35.7
2. Alaska	2.3	3.8	3.4	5.3
3. Arizona	11.2	11.3	11.5	15.4
4. Arkansas	26.2*	24.0	26.5	21.0
5. California	135.2	129.8	136.4	124.4
6. Colorado	12.8	13.6	13.1	15.1
7. Connecticut	13.9	14.6	14.3	14.8
8. Delaware	3.3	3.6	3.4	4.8
9. District of Columbia	9.3	12.0	9.7	10.5
10. Florida	37.8*	40.2*	40.2	58.6
11. Georgia	41.7*	44.2	42.1	43.3
12. Hawaii	3.6	4.3	3.7	4.6
13. Idaho	3.8	4.0	4.0	3.7
14. Illinois	68.8	78.5	69.8	73.6
15. Indiana	20.0	23.2	20.8	25.1
16. Iowa	16.6	16.3*	16.7	15.0
17. Kansas	12.1	11.7*	12.5	13.0
18. Kentucky	38.1*	34.5	38.3	27.4
19. Louisiana	37.2	35.7	38.0	51.6
20. Maine	6.4	6.8	6.6	6.7
21. Maryland	21.2	23.1	22.5	29.0
22. Massachusetts	27.1	29.9	28.0	27.5
23. Michigan	55.2	63.9	58.1	56.0
24. Minnesota	22.9	23.7	23.2	24.4
25. Mississippi	43.9*	39.2	44.2	34.0
26. Missouri	28.2*	27.1	28.5	30.3
27. Montana	4.2	4.4	4.4	5.2
28. Nebraska	8.3	8.4	8.5	8.9
29. Nevada	1.3	1.3	1.3	2.2
30. New Hampshire	2.4	2.6	2.5	3.1
31. New Jersey	51.1	53.1	52.2	46.2
32. New Mexico	11.0*	11.2*	11.2	13.1
33. New York	207.0	220.1	210.0	199.0
34. North Carolina	60.8*	58.9	61.9	45.9
35. North Dakota	5.4	5.4	5.4	4.8
36. Ohio	44.6	51.4	49.1	53.6
37. Oklahoma	19.8*	19.3	20.3	18.4
38. Oregon	12.3	12.2	12.8	14.3
39. Pennsylvania	73.9	74.8	74.7	70.1
40. Rhode Island	5.8	5.9	6.0	5.9
41. South Carolina	36.4*	33.7	37.1	27.8
42. South Dakota	6.7*	6.3	6.9	6.0
43. Tennessee	38.3*	34.8	38.7	32.5
44. Texas	90.1	94.0	93.4	104.6
45. Utah	4.4	4.9	4.5	5.2
46. Vermont	2.6	3.0	3.0	3.2
47. Virginia	36.1*	35.9	37.1	37.8
48. Washington	16.0*	17.8	16.1	19.3
49. West Virginia	21.5*	19.1	21.7	16.1
50. Wisconsin	19.3	21.4	20.0	25.7
51. Wyoming	1.8*	1.8*	1.8	2.3
~~American Samoa~~				
~~Guam~~				
~~Puerto Rico~~				
~~Trust Territory~~				
~~Virgin Islands~~				
Outlying areas & BIA	42.[illegible]	46.8	46.8	46.8
Total	1,565.3	1,605.3	1,605.3	1,588.0

* Eighteen states in column 1, six states in column 2, and all states in column 3 are funded at the floor level for LEAs.

ESEA, Title I - 1972	SEA Expended	1972 US Budget Office [illegible]	
Title I, ESEA	Disadvantaged	LEA's	$1,332,272,000
		Handicapped	75,222,000
		Neglected & Delinquent	20,705,000
		Migratory Children	72,772,000
		State Administration	17,125,000
		Incentive Grants	9,220,000
		Grants for high concentration of poor	28,064,000
		Advisory Committee	165,000
		Total	$1,585,185,000
P.L. 81-874-Sec. 3 Sec. 4 Sec. 7	SAFA	Maintenance & Operations (a) Payments to LEA's Section 3(a) & Indians	332,000,000
		Total	332,000,000
Smith-Hughes Act, 1917 Higher Education Act, 1965 Title V, B, ii Voc. Ed. Act, 1963 Adult Ed. Act, Sec. 309 Adult Ed. "Strike Out" Sec. 104 105 106 107 109 310 319 312(b)	Vocational Education	Occupational Vocational & Adult Education	
		Grants to States for Voc. Ed.	
		Annual appropriations, Pt. B	
		Handicapped (10%	37,663,200
		Disadvantaged (15%)	56,503,300
		Post Secondary (15%)	56,501,300
		Other (60%)	226,019,200
		Permanent Appropriations	
		Smith-Hughes Act	
		Handicapped (10%	716,168
		Disadvantaged (15%)	1,074,218
		Post-Secondary (15%)	1,074,218
		Other (60%)	4,296,873
		Nat'l Advisory Committee	330,000
		Programs for students with special needs	20,000,000
		Consumer and Homemaking Education (VEA, Pt. F)	35,825,000
		Work-Study, (VEA, Pt. H)	6,000,000
		Cooperative Education (VEA, Pt. G)	16,500,000
		State Advisory Councils (VEA, Pt. A)	2,690,000
		Vocational Research	
		Innovation (VEA Pt. D)	6,000,000
		Grants to State	
		Research-Grants to States (VEA, Pt. C)	6,000,000
		Adult Education	
		Grants to States	61,136,000
		Nat'l Advisory Committee	186,000
		Total	528,283,465
Education for the Handicapped, Part B	Education for the Handicapped	Education for the Handicapped State Grant Program, (EHA, Pt. B.	37,560,000
Title II, ESEA Title III, ESEA Title V, ESEA NDEA, Title III Child Nutrition Act of 1966, Strike Outs Sec. 5 7 National School Lunch Act, "Strike Out" Sec. 4 5 7 9 10 11(d) Substitutions	Supporting Services	State grant program	17,073,833
		Handicapped (15%	96,752,062
		Other (85%	
		Special Projects	
		Handicapped (1)	3,015,049
		Other (9%	17,073,933
		State Advisory Committee	225,000
		Subtotal	166,073,891
		School Lunch Program	
		Basic School Lunch, general assistance	206,000,000
		Equipment Assistance	16,000,000
		State Administration	2,000,000
		Subtotal	224,000,000
		Total	390,073,891
		Grand Total	2,773,367,456

	Chief State School Officers 1973	1974
Disadvantaged	$1,567,600,000	$1,826,850,000
Total	$1,637,600,000	$1,822,850,000
P.L. 874	$ 398,560,000	$ 662,711,000
Total	$ 352,560,000	$ 662,728,000
Vocational Education	$ 481,418,000	$ 550,670,000
Total	$ 481,858,000	$
Handicapped EHA-B	$ 37,600,000	$ 46,765,000
Supporting Services	$ 377,093,000	$ 272,462,000
Subtotal	$ 377,663,000	$ 380,001,000
School Lunch Act	292,544,000	$ 244,025,000
Total	$1,677,262,000	$ 645,527,000

	[illegible] Ed. Research [illegible] Council 1973	1974
LEA's	$1,[illegible]	$1,445,[illegible]
Handicapped		
Neglected & Delinquent	27,100,000	27,174,000
Migratory Children	18,411,000	74,400,000
State Administration	17,210,000	-
Incentive Grants	4,000,000	-
Grants for high concentration of poor	26,111,000	-
Advisory Committee		
Set aside from Voc. Ed.	(under Voc. Ed. Earmarked)	
Total	$1,114,100,000	$1,414,[illegible]
P.L. 874 LEA's (Sec. 3a)	227,000,000	332,000,000
LEA's (Sec. 3b)	146,000,000	-
Total	373,000,000	332,000,000
Annual Appropriation (VEA Pt. B)	[illegible]	[illegible]
Disadvantaged (15%)	57,000,000	57,000,000
Permanent Appropriations		
Smith-Hughes Act	7,000,000	7,000,000
Programs for students with special needs (VEA Pt. B)	20,000,000	20,000,000
Consumer & homemaking education (Pt. F)	35,000,000	31,000,000
Work study (VEA, Pt. H)	6,000,000	6,000,000
Cooperative Education (VEA, Pt. G)	19,500,000	19,500,000
State Advisory Council (Pt. A)	2,600,000	2,700,000
Innovation (VEA, Pt. D)	6,000,000	6,000,000
Research Grants to States (VEA, Pt. C)	3,000,000	3,000,000
Residential Voc. Ed. (VEA, Pt. E)	-	-
Total	416,300,000	417,000,000
Grants to States (EHA, Pt. B	37,500,000	37,[illegible]
Handicapped set aside from ESEA, Title I	60,300,000	60,900,000
Handicapped set aside, Title III	21,907,000	22,372,000
Handicapped set aside, Voc. Ed.	-	-
Act of 1963, State Grants	37,700,000	37,751,077
Total	118,000,000	158,[illegible]
Title II, ESEA School Libraries	90,[illegible]	-
Title III, ESEA Supplementary (setaside)	124,213,000	124,350,000
Title V, ESEA (strengthening state ed. departments)	28,300,000	-
Title III, NDEA	1,120,000	-
National School Lunch & Child Nutrition Act	223,000,000	229,000,000
Education Profession Development Act, (B-2)	-	-
Adult Education Act (excluding Sec 309)	61,170,000	61,100,000
Advisory Councils (Combined)	800,000	800,000
Total	146,900,000	420,900,000

1974 [illegible] Program Repealed under [illegible]	
Title I	$1,595,[illegible]
SAFA	337,[illegible]
Smith-Hughes Act	7,161,[illegible]
Vocational Education, 1963, Pt. A	[illegible]
Annual Appropriations, Pt. B	376,[illegible]
Part C - Research & Training	9,000,000
Part D - Exemplary Programs & Projects	8,000,000
Part E - Residential Voc. Ed.	-
Part F - Consumer & Homemaker Ed.	25,625,000
Part G - Cooperative [illegible] Ed. Programs	19,500,000
Part H - Work-Study Program for Voc. Ed.	6,000,000
Part I - Curriculum Development in Voc. Ed. & Tech. Ed.	6,000,000
Adult Education Act, 1966	51,3[illegible]
Total	511,433,000
Handicapped, Part B	37,500,000
Title II	90,000,000
Title III	146,164,[illegible]
Title V	33,000,000
Title III, NDEA	60,[illegible]
Child Nutrition Act, 1966, Sec. 5, 7	
National School Lunch Program Sec. 4, 5, 7, 9, 10	524,800,000
Total	[illegible]

Senator **Pell**. Our next witness is State Representative Tom Jensen, Tennessee Commissioner, Education Commission of the States, National Legislative Conference.

STATEMENT OF TOM JENSEN, TENNESSEE COMMISSIONER, EDUCATION COMMISSION OF THE STATES, NATIONAL LEGISLATIVE CONFERENCE

Mr. **Jensen**. Mr. Chairman, it is a pleasure to appear before you today on behalf of the education commission of the States, of which I am currently serving as a commissioner from the State of Tennessee, and on behalf of the National Legislative Conference.

Your committee has before it a number of bills of major importance for elementary and secondary education in this country. Among these are S. 1539, introduced by the chairman of the committee, which would extend with modications the Elementary and Secondary Education Act, and establish a variety of other programs, and S. 1319, the Better Schools Act of 1973, submitted by the administration.

Many of the issues in these bills turn on the capacity and initiative of the States to manage educational programs. Indeed, State government is increasingly the pivotal unit in the governmental chain which ends with teachers and students in the classrooms. In recognition of the primary constitutional and political responsibility of the States for public education, the education commission of the States was established by interstate compact in 1966 for the primary purpose of assisting in the improvement of education and the reform of State and local educational institutions.

Each of our 47 member States and territories has seven representatives on the commission, including the Governor, two State legislators, school officials, and public representatives. The work of the commission is addressed to the achievement of educational improvement and reform through initiatives at the State and local level.

The National Legislative Conference serves 7,600 State legislators throughout the 50 States. The Intergovernmental Relations Committee of which I am a member and will serve as chairman in this coming year is the vehicle for the expression of State legislative views in Washington on all major intergovernmental issues affecting State government. The committee is composed of over 200 State legislators and meets four times during the year.

In February of 1972 an ad hoc school finance committee, chaired by Senator Thomas Laverne of New York, was created to analyze the fiscal impact of recent State and Federal court decisions related to the financing of education and to recommend alternative action programs available to the States with respect to these decisions.

Working in close cooperation with the education commission of the States and other organizations, the recommendations were finalized last summer and submitted for approval to the entire National Legislative Conference at our annual meeting last August. The report was adopted unanimously.

The contributions of the special committee to the area of school finance were so noteworthy we felt it should continue to function in order to encourage the implementation of its recommendations and to attend to the ongoing developments in the field of education finance reform.

Because of the wide range of issues in education beyond the school finance question, the school finance committee was expanded into a full education task force of the intergovernmental relations committee. It is from this background that I appear before you this morning.

Through the work of many committees, task forces and policy groups over the years since its formation, the Education Committee of the States (ECS) has addressed the vexing and controversial issues of the relationship between the Federal Government and States and local educational agencies.

While Federal support is only approximately 7 percent of total public spending for education, it is a critical 7 percent, and often has produced the means for valuable experimentation and reform. It also has a disproportionate impact on the administrative and planning practices of States and local educational agencies—a point I will address later.

The Elementary and Secondary Education Act has had a very positive impact on American education. It is beyond debate that Federal support for elementary and secondary education should continue. Rather, the attention of the educational community, public officials at all levels, and this committee in particular, should focus on the means by which this assistance can be provided to get the greatest mileage from the money.

Because of our belief that innovative and effective educational planning cannot be produced by Federal guidelines, ECS has long had the policy of encouraging the consolidation of Federal grant-in-aid programs for education to permit more flexible programing at the State level, meshing Federal, State, and local funds.

We believe that the delineation of relatively narrow categories of Federal funds for elementary and secondary education leads to distortions at the State and local levels and, perhaps of more importance, the preparation of extensive plans to obtain the funds in each category is increasingly wasteful and unnecessary.

A number of recent developments make the need for simplification and consolidation of Federal assistance for elementary and secondary education increasingly critical. Among these are the trends toward primary State government responsibility for financing public education.

This is a movement which began long before the *Serrano* and *Rodriguez* court cases and will continue—with all possible encouragement from ECS—despite the recent decision of the Supreme Court in the *Rodriguez* case.

In response to public concern, State administrations and legislators across the country are taking new initiatives to meet the problem of special problems of minorities and the educationally disadvantaged. In many of these areas, Federal assistance has been extremely beneficial, not only in terms of the money provided, but also by establishment of national goals and priorities. It is, however, primarily the responsibility of the States and local educational agencies to try to achieve these goals at the operating level, and this task is going forward.

In my testimony, I will not attempt to address the pending legislation title by title and section by section, but rather to point out to you a number of considerations which we feel are highly significant and which should affect your deliberations.

As I have indicated, we believe that consolidation of Federal and State funds for elementary and secondary education should be sought at every possible opportunity. This position was most recently confirmed by resolution at the ECS annual meeting in Minneapolis on June 28. However, for a number of reasons we do not support S. 1319, and we would suggest alternative ways of proceeding to similar objectives.

As it has now been recognized by the administration, the proposal to convert most major elements of Federal support for elementary and secondary education from the existing structure to that Agency in the Better Schools Act on July 1, 1973, was unrealistic. The assumption that existing patterns of administration can be altered so abruptly is just not valid.

It is also unrealistic to believe that State departments of education could immediately respond to the opportunity to administer significant amounts of Federal aid under a more flexible structure, while at the same time absorbing signficant reductions in personnel caused by reduced Federal support.

There are other more fundamental problems with abrupt changes which would result from the Better Schools Act, even if effective with fiscal year 1975. Consolidation coupled with sharp reductions in Federal appropriations would simply leave the States holding the bag.

The proposal of substantial consolidation and granting of authority to State governments at the same time that fiscal retrenchment is the order of the day could create a situation which could prove once and for all the need for more Federal control. I have heard this situation described as reminiscent of a situation in a company town when the company, out of the goodness of its heart, sold off all of the rental housing to its employees so they could enjoy the pleasures and fulfillments of homeownership and then closed the plant.

Each of the categorical programs contained in ESEA and NDEA and other similar legislation was created to meet a specific need and is, to some extent, responsible to a specific constituency. The practical consequence of giving greater authority to State governments at the same time the budget is being cut is to make the State education agencies, the legislatures, and the Governors referees in a contest for remaining funds. This is not an improvement which will promote better planning or rational application of resources, but simply perpetuation of government by crisis outside Washington.

The National Governor's Conference at its June meeting in Lake Tahoe, Nev., urged that the Federal Government assume far greater responsibility for the financing of education. In doing so they urged that such financing take the form of general grants to the States for educational purposes, and that the legislation and Federal regulations for such programs leave maximum flexibility to the States. The Governors pointed out that such an approach would help to meet the rising cost of education in the rapidly rising spiral of inflation which is evident in the Nation today.

They also called for consolidation of existing Federal programs for education into broad functional categories which would increase the ability of States and localities to design programs within Federal guidelines to meet the critical needs in individual States and localities.

State legislators at their annual meeting last year in Chicago considered similar matters. They called for more rather than less Federal support for education and that the delivery of such funding be vastly simplified so that available dollars will be applied to the problem at the classroom level rather than deflected into wasteful, expensive, and time-consuming administrative procedures.

These positions we cannot help but endorse.

Under the present circumstances we feel that it would be wise for the Elementary and Secondary Education Act, with some modifications, to be extended through fiscal 1976.

We recommend an extension of this duration to insure that the issues manifested in this legislation come back before Congress relatively promptly, since developments in school finance and educational administration at the State and local levels are moving very quickly and may well justify, in short order, substantial changes in the programs as they now exist. We believe that an appraisal of State and local initiatives after the next round of legislative sessions will reveal significant changes in the school finance patterns.

CONSOLIDATION

Short of the types of changes envisioned in the Better Schools Act, we believe there are some significant steps which could consolidate and simplify existing programs and produce more effective accomplishment of their objectives. In a recent address to the annual meeting of the Education Commission of the States, Congressman Quie of Minnesota indicated his intention to sponsor legislation to combine title II of ESEA, title III of NDEA, title V of ESEA, and the guidance and counseling section of ESEA into a single authorization, with a 15-percent limitation on general support for a State department.

The remainder of the funds would be available for books, materials, supplies, equipment, guidance, and counseling. He has also indicated an intent to offer legislation to pull together the "innovative" elements of title III of ESEA, dropout prevention and nutrition health authorized in title VIII of ESEA, and the Environmental Education Act. This approach, or something similar, would be quite helpful. The programs involved are relatively small, but the planning requirements and administrative structure are relatively complex.

We feel the combination of title III of ESEA, title VIII of ESEA and the Environmental Education Act makes a great deal of sense. They have a common element of long-range planning and proposal writing. Under the present structure, the people who have been charged with the State and local responsibility of administering and writing title III ESEA proposals are not always the same individuals, either in the State or in the school district, that have the responsibilities of writing title VIII proposals and environmental education proposals. In this instance, the combination of these programs would benefit from 8 years of experience with title III of ESEA.

Consolidation, as envisioned by the Quie proposal, makes good administrative sense without making a radical departure from present law.

Further, we would suggest to you that whether it is this year or in the future, consolidation must be coupled with minimum financing guarantees.

This is difficult because of the separation of the authorization and appropriation process—not to mention the problem of impoundment. There are, however, some ways in which this might be done. For example, it would be possible to give States authority to transfer funds among major programs—vocational education, supporting services, and handicapped—but only when the funding for such programs is at certain minimum target levels.

Another way would be to establish a separate authorization for funds which could be used for any purpose authorized in the act. These funds would be supplemental to the basic categorical programs. Either of these approaches would permit a given State to put greater emphasis on special areas of concern.

SIMPLIFICATION

On the issue of simplification, we suggest to you that nowhere is the phenomenon of the bureaucratic multiplier more evident than in education. An innocent phrase in a statute designed to provide reasonable administrative control of program funds ends up being the rationale for regulations, reports, audits, and the like—which are massive in number and intricate in detail.

There is something ironic about the presentation to the committee by Secretary Weinberger, who cited the cumbersome and unduly burdensome requirements for State plans under existing legislation as justification for the Better Schools Act when, in fact, many of the cumbersome and burdensome requirements are imposed by regulation rather than statute. It is true, however, that both by statute and regulation, the Federal Government—and all the many elements that title encompasses—regards States and local governments in a very paternal manner, rather than as sovereign units concerned with meeting their responsibilities to the public.

The State plans which are the stock in trade of existing law are occasionally useful, but more often involve a great deal of staff time on both sides, and produce very little in the way of better education.

The responsiveness of State and local educational agencies to the needs to which these programs are addressed is better served by initiatives from the bottom up than from the top down. In this regard, you should take note of the adoption of accountability legislation by many State legislatures. Within the last 3 years, 23 States have passed accountability legislation aimed at strengthening State and local management of education.

In many States, local districts are now required to use long-range planning techniques such as Management by Objective (MOB) and Program Planning Budgeting Systems (PPBS). It would seem logical that the Federal Government recognize these State attempts to improve education management by allowing greater freedom to control the Federal funds allocated to their State.

In the past, State plans written for Federal legislation have been developed by one or two people to meet the Federal guidelines. Approval of these plans by a State board of education is usually a perfunctory action which does not involve hearings or taking of testimony. Where good accountability legislation is in place and working, the effect is infinitely more productive than Federal guidelines.

We would strongly urge that legislation reported by this committee provide for far more simple and less detailed requirements for plans, reports and audits, with appropriate means for independent program evaluation.

Mr. Chairman, all grant-in-aid programs tend to become more and more complex and rigid as time goes by, and I think it is time for a thorough examination of the statute to see if all of the restrictions and appraisals are necessary. As an example of what I am talking about, the chief State school officers have submitted to you the text of a letter addressed to the Commissioner-Designate of the Office of Education from the State Superintendent of Schools in West Virginia.

This letter indicates the extent of restrictions on a single contract for a relatively small amount of money, and I offer it only to establish the extent to which process, procedure, and paper are being substituted for programs and objectives.

Other good examples of this tendency are the audits which have been conducted of title I funds. A great many States have been through this procedure which results in very long and involved discussions of allocations and equipment and personnel, with State departments and local educational agencies being initially asked to refund money which has been "misused."

After considerable fanfare in local papers about deficiencies of State and local education programs, these bookkeeping deficiencies are generally settled without any return of funds, but with the public impression that State and local education officials are either dishonest, inefficient, or both.

There are undoubtedly State and local education officials who are both, but to my knowledge, this has never been established by a title I audit. Further, I would suggest that asking for recapture of funds which have been spent does nothing more than penalize children in the future, since this money has to be taken from State and local education budgets.

I do not wish to belabor this point, but merely to suggest that, in your consideration of the legislation before you, a thorough appraisal be made of the administrative requirements which have evolved from it to determine if all of this is really necessary.

IMPACT AID

Mr. Chairman, I will not go into a full review of the impact aid legislation. I would like to take just a brief moment to point out how two particular aspects of Public Law 874 adversely affect the movement toward reform of our education finance systems.

The National Legislative Conference and the Education Commission of the States have supported the notion that the State should assume the major, if not the full, responsibility for regulating the collection and distribution of the revenue for public elementary and secondary education.

In this connection, I would submit that the present formula for determining how much an LEA receives for category "A" and "B" children is more favorable to school finance systems which rely on relatively heavy contributions from the local level than from the State.

Under Public Law 874, an LEA receives an amount equal to the local contribution rate multiplied by (1) the number of eligible "A" children and (2) one-half the number of eligible "B" children. The problem lies in the fact that the local contribution rate is equal to the per-pupil expenditure for education from local sources in comparable school districts in the State. Obviously, this penalizes those States with a high percentage of State funding for elementary and secondary education. The maintenance of this provision stands as a disincentive to States wishing to provide greater equalization of expenditures by moving toward increased State funding.

In addition, section 5(d)(2) of Public Law 874 says, in effect, that States are prohibited from considering impact aid payments as local resources when considering the eligibility of a local school district for receipt of State education funds. This constraint has the definite effect of impeding the efforts of many States in developing equitable school finance structures.

For example, the State of Kansas, during its last legislative session, enacted a power-equalizing finance plan which equates the taxing effort and spending authority of school districts having widely varying resources. Under this new equalization plan, if Public Law 874 funds of a district cannot be considered as local resources, the plan would be subject to severe dislocation.

Specifically, if Public Law 874 is not taken into account, similar districts would be permitted to spend at similar levels but have widely varying taxing efforts. Since Public Law 874 is generally considered a kind of payment in lieu of taxes, it seems reasonable to consider such aid as being of the same general character as locally generated taxes and therefore an element of local resources. I hope you will correct these problems.

DEVELOPMENT OF AN EDUCATION INDEX

Equal educational opportunities must be the goal of all levels of government. Equality, however, does not mean identical treatment. The value to be fostered by a system of public education is the opportunity to succeed, not uniformity of success. As the President's Commission on School Finance suggested:

> To offer children only equal education, disregarding differences in their circumstances, is merely to maintain or perhaps to magnify the relative effects of advantage and handicap. Equal treatment of unequals does not produce equality.

A concept of equal educational opportunity should reflect a sensitivity to differentials in costs and variations in the interests and needs of those to be educated. However, attempts at relieving disparities by attending to their differences will prove fruitless unless those needs and costs can be clearly identified and adequately quantified.

We call upon the Federal Government, therefore, to assist the States in developing both a cost-of-education and an educational need index.

SCHOOL FINANCE

Mr. Chairman, it is my understanding that your hearings will proceed by category and that we will have an opportunity to testify at a later time on the broader question of school finance. However, I would like to make one or two observations at this point in time, because I think they are relevant to your consideration of existing categorical programs.

Many of the special categorical programs for the disadvantaged, the handicapped, vocational education, et cetera evolved because of disparities in financing ability on the part of States and local educational agencies. This is not exclusively so, of course, but is a major contributing factor. The trend toward equalization of educational expenditures within States is a factor which, over time, must be taken into consideration in structuring Federal assistance for elementary and secondary education.

It may also be appropriate to encourage equalization through the way Federal assistance is made available. I will leave that subject for a later appearance before the committee. I would simply suggest to you at this time that in the near term, ESEA should be extended for an adequate period of time to permit a certain degree of stability to return to our educational systems, and advance funding be authorized to get away from roller coaster rides of recent years, but that authorization be not extended so far in the future so that there is an opportunity to appraise these programs in a timely fashion.

Through judicial decision and legislative action, some very significant things are happening in the States—on equalization, special education, career education, and the like. State governments are assuming an increasingly greater role in the financing of public education.

Equalization legislation has been adopted recently in Florida, Minnesota, Montana, Kansas, North Dakota, and Utah. Efforts to this end are underway in many other States. I will not review the implication of this trend for Federal programs except to say that the whole picture is changing and should be reviewed regularly by the Congress.

With respect to any of the suggestions I have made, we would be happy to supply any information which might be helpful to you. Also, the ECS staff and the staff of the National Legislative Conference are available to the subcommittee. Thank you.

Senator PELL. Thank you very much, Mr. Jensen. Your statement has answered most of the questions I would have. As I understand it, for a number of reasons you do not support S. 1319. You then went on to say that you thought the present ESEA Act with some modifications should be extended through fiscal 1976. We will be trying to incorporate the various ideas that come to these hearings in the legislative markup. We note your ideas and then they will be incorporated into our own thinking as will the suggestions you had with regard to the standards and financing.

Mr. JENSEN. Thank you, sir.

Senator PELL. Thank you very much indeed for being here.

Next we have a panel consisting of Mr. William G. Colman, consultant, governmental affairs and Federal-State-local relations, and former Executive Director, Advisory Commission on Intergovernmental Relations; Dr. Merlin Duncan, professor of educational administration, executive director, Southern Regional School Boards Association, Research and Training Center; and Dr. Carl Pforzheimer, Jr., past president, National Association of State Boards of Education.

STATEMENT OF WILLIAM G. COLMAN, CONSULTANT, GOVERNMENTAL AFFAIRS AND FEDERAL-STATE-LOCAL RELATIONS, AND FORMER EXECUTIVE DIRECTOR, ADVISORY COMMISSION ON INTERGOVERNMENTAL RELATIONS; DR. MERLIN DUNCAN, PROFESSOR OF EDUCATIONAL ADMINISTRATION, EXECUTIVE DIRECTOR, SOUTHERN REGIONAL SCHOOL BOARDS ASSOCIATION, RESEARCH AND TRAINING CENTER; AND DR. CARL PFORZHEIMER, JR., PAST PRESIDENT, NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION, A PANEL

Mr. Colman. I have a very brief prepared statement, Mr. Chairman, if it would be satisfactory to read that.

Senator Pell. Fine.

Mr. Colman. Mr. Chairman and members of the subcommittee, my name is William G. Colman, and I reside at 9805 Logan Drive, in Potomac, Md., a small community in Montgomery County. I am engaged in State and local government consulting and in intermittent teaching at the Universities of Virginia and Maryland.

My interest in S. 1319 stems from a number of involvements with education and intergovernmental relations over the past few years, including current membership on the school finance advisory committee of the Education Commission of the States; former membership on the President's Commission on School Finance and the Maryland Commission on Financing Elementary and Secondary Education; an elected member of the Montgomery County, Md., Board of Education; and a 10-year stint as Executive Director of the Advisory Commission on Intergovernmental Relations (ACIR), a national bipartisan body created by the Congress and charged with continuing study and recommendations concerning Federal-State-local relations.

I appreciate the opportunity of appearing before you in support of S. 1319, because grant consolidation is one of the most demanding and difficult tasks on the domestic governmental scene. Consolidation of categorical grants in the field of education is urgently necessary for reasons of: (1) Manageability, (2) effective and equitable educational and school finance policymaking, and (3) maintaining a viable federal system, with appropriately shared powers among National, State, and local levels of government.

The cliche that "You can't run the country from Washington" is as relevant to education as to other fields of domestic endeavor. It is utterly impossible for any Federal department or agency to administer effectively a fragmented system of over 100 separate categorical aid programs dealing with a single subject matter field—education in this instance—and to deal directly with several thousand local education agencies in the process.

The more narrow the purpose the more likely it is that the grant will have to be administered on a project, rather than a formula basis, and project grants carry with them the attendant problems of case-by-case evaluation and decision.

This is not to say that project grants and categorical formula grants do not have a proper place in the array of fiscal tools available to the national government. But to be effective, they need to be used selectively and not for purposes of large-scale financial support.

COMMENT ON JAVITS BILL (S. 1900)

Let me interject at this point, in reference to S. 1900 by Senator Javits. This is an ideal example, I think, of the occasional use of categorical grants of very sizable dimensions to help achieve a stated purpose in education. The purpose of Senator Javits' bill is to provide fairly sizable amount of Federal funds over a limited period of time to help the States achieve substantially full funding of the costs of elementary and secondary education. I fully support the objectives and content of Senator Javits' bill, S. 1900.

Now I will continue with the statement:

As our grant-in-aid system has grown more fragmented, the State and local agencies have found their flexibility increasingly inhibited, because as programs have multiplied, it has been necessary to create additional compartments for new programs with attendant problems of coordination among similar activities.

Also, this fragmentation has placed a growing premium on grantsmanship, since most of the newer, more specialized programs have been of a project nature. One fact often overlooked about grantsmanship is that it rather automatically favors affluence over poor districts.

For example, in nearby Montgomery County, Md., a small unit in the school system is concerned with seeking out, obtaining, and implementing Federal aid projects. The pavement between Rockville and HEW is kept fairly warm by this aggressive and highly competent group, and not surprisingly, their batting average is quite high. A less well-staffed system would not be able to keep up on all the new programs and regulations.

In brief, consolidation of categorical programs that have largely served their initial stimulative purposes into broad functional grants enables the State and local educational agencies to fit the available funds to their immediate detailed priorities and to change the priorities without fear of losing Federal aid. As new problems arise that in the view of Congress or the President require a precise targeting of funds, a new categorical program can be enacted, but with older programs folded, on a continuing basis, into broad bloc grants.

Unless we are to continue trying the impossible with a multitude of detailed and minor decisions cast up to Washington administrators, we as a country and as a governmental system need to devolve to State and local levels of government a major share of responsibility for policy initiation, program development, and day-to-day administration.

The pattern of administrative organization for providing public education varies considerably among the States and between each State and its local education agencies. We should not try to mandate these matters from the halls of Congress or the "regulation factories" of the executive branch. A hallmark of federalism as conceived and practiced for two centuries in this country is to assure union while encouraging diversity.

In this connection, one section of S. 1319 might be construed as restrictive upon the relative roles of the Governor. State legislature and State education agency in carrying out the provisions of the act. Language such as the following would permit interstate diversity and is suggested for your consideration.

> Sec. 9(a) Responsibility for administering the provisions of this Act in behalf of the government of a state shall vest in accordance with the constitution and laws of that particular state and with administrative action of the governor pursuant to such constitution and laws; in the absence of contrary provisions of state constitution or law or gubernatorial action pursuant thereto, such responsibility will be deemed to vest in the chief state school officer or such other officer as is charged under state law with responsibility for elementary and secondary education.
>
> (b) Within the framework of (a) above and of Sec. 204 of the Intergovernmental Cooperation Act of 1968, the governor of each state will notify the secretary within (days) as to the responsibility designation applicable in that state and citing the legal source therefor.
>
> (c) Funds otherwise available under Section 4(d) (2) (C) of this Act may be used for the strengthening of the policy and administrative capability of local education agencies and of those parts of the executive and legislative branches of state government that bear responsibilities for public elementary and secondary education in the state.

Mr. Chairman and members, let me conclude by expressing the earnest hope that you will report S. 1319 favorably and that it will be enacted into law at an early date. Thank you for this opportunity to appear before you.

I yield to the next member of the panel.

Senator PELL. Thank you.

[The prepared statement of William G. Colman follows:]

STATEMENT OF WM. G. COLMAN, GOVERNMENTAL AFFAIRS CONSULTANT, POTOMAC, MD.
BEFORE THE
SUBCOMMITTEE ON EDUCATION, SENATE COMMITTEE ON LABOR AND PUBLIC WELFARE
ON S. 1319 --- THE " BETTER SCHOOLS ACT OF 1973 "
August 1, 1973

Mr. Chairman and Members of the Subcommittee:

My name is Wm. G. Colman, and I reside at 9805 Logan Drive in Potomac, Maryland, a small community in Montgomery County. I am engaged in State and local governmental consulting and in intermittent teaching at the universities of Virginia and Maryland.

My interest in S. 1319 stems from a number of involvements with education and intergovernmental relations over the past few years, including current membership on the school finance advisory committee of the Education Commission of the States; former membership on the President's Commission on School Finance and the Maryland commission on financing elementary and secondary education; an elected member of the Montgomery County (Md.) Board of Education; and a ten year stint as Executive Director of the Advisory Commission on Intergovernmental Relations (ACIR) - a national bi-partisan body created by the Congress and charged with continuing study and recommendations concerning Federal-State - local relations.

I appreciate the opportunity of appearing before you in support of S. 1319, because grant consolidation is one of the most demanding and difficult tasks on the domestic governmental scene. Consolidation of categorical grants in the field of education is urgently necessary for reasons of (1) manageability, (2) effective and equitable educational and school finance policy-making and (3) maintaining a viable federal system, with appropriately shared powers among national, state and local levels of government.

[illegible] Management Necessity

The cliche that " You can't run the country from Washington " is as relevant to education as to other fields of domestic endeavor. It is utterly impossible for any Federal department or agency to administer effectively a fragmented system of over a hundred separate categorical aid programs dealing with a single subject matter field - education in this instance - and to deal directly with several thousand local education agencies in the process. The more narrow the purpose the more likely it is that the grant will have to be administered on a project, rather than a formula basis, and project grants carry with them the attendant problems of case-by-case evaluation and decision.

This is not to say that project grants and categorical formula grants do not have a proper place in the array of fiscal tools available to the national government. But to be effective, they need to be used selectively and not for purposes of large-scale financial support.

Consolidation Necessary for State and Local Policy-Making and Administration

As our grant-in-aid system has grown more fragmented, the state and local agencies have found their flexibility increasingly inhibited, because as programs have multiplied, it has been necessary to create additional compartments for new programs with attendant problems of coordination among similar activities. Also, this fragmentation has placed a growing premium on grantsmanship, since most of the newer, more specialized programs have been of a project nature. One fact often overlooked about grantsmanship, is that it rather automatically favors affluent over poor districts.

For example, in nearby Montgomery County, Maryland a small unit in the school system is concerned with seeking out, obtaining, and implementing Federal aid projects. The pavement between Rockville and HEW is kept fairly warm by this aggressive and highly competent group and not surprisingly, their batting average is quite high. A less well-staffed system would not be able to keep up on all the new programs and regulations.

In brief, consolidation of categorical programs that have largely served their initial stimulative purpose into broad functional grants enables the state and local educational agencies to fit the available funds to their immediate detailed priorities and to change the priorities without fear of losing Federal aid. As new problems arise that in the view of the Congress or the President require a precise targeting of funds, a new categorical program can be enacted, but with older programs folded, on a continuing basis, into broad bloc grants.

Grant Consolidation Essential to a Viable Federalism

Unless we are to continue trying the impossible with a multitude of detailed and minor decisions cast up to Washington administrators, we as a country and as a governmental system need to devolve to State and local levels of government a major share of responsibility for policy initiation,program development, and day-to-day administration. The pattern of administrative organization for providing public education varies considerably among the States and between each State and its local education agencies. We should not try to mandate these matters from the halls of Congress or the " regulation factories " of the Executive Branch. A hallmark of federalism as conceived and practiced for two centuries in this country is to assure union while encouraging diversity.

In this connection, one section of S. 1319 might be construed as restrictive upon the relative roles of the Governor, State legislature, and State education agency in carrying out the provisions of the Act. Language such as the following would permit interstate diversity and is suggested for your consideration:

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(b) Within the framework of (a) above and of Sec. 204 of the Intergovernmental Cooperation Act of 1968, the governor of each State will notify the Secretary within (days) as to the responsibility designation applicable in that State and citing the legal source therefor.

(c) Funds otherwise available under Section 4(d) (2) (C) of this Act may be used for the strengthening of the policy and administrative capability of local education agencies and of those parts of the executive and legislative branches of State Government that bear responsibilities for public elementary and secondary education in the State."

Mr. Chairman and members, let me conclude by expressing the earnest hope that you will report S. 1319 favorably and that it will be enacted into law at an early date. Thank you for this opportunity to appear before you.

Senator PELL. Dr. Duncan.

Mr. DUNCAN. Thank you, sir. My name is Merlin G. Duncan. I have served for the last year as executive director of the Southern Region School Boards Research and Training Center located in Tuscaloosa, Ala. This comprises the 13 Southern States and the Virgin Islands. I imagine that needs some description as to which ones are the 13 Southern States. We work with an area from Texas to Virginia, including Kentucky and Arkansas, and of course down to Florida.

What we request is a group of State associations of local school boards that are made up of local school board members that have come together and formed a research and training center in order to provide information and training for local school board members. In doing this kind of work, we come in contact with many local boards, many superintendents, and we get an opportunity to take a look at their problems from a level that some of the other gentlemen do not usually see. We see the kind of things that are complex to them and are confusing.

The hallmark of local control in our society has been the delegation of authority to local school boards from the State. There is a problem facing us. That is how you fund education. Local control necessitates that you have budget control, and it is very difficult to separate your programs from the budget. When the local school board finds itself given the kind of mandates that does not allow them to bring together all of their funds and focus them on the programs that face their unique and separate districts, they find it very difficult to operate.

One thing that I thought we should point out, and I have not seen too much of this being said, is that the idea local control has been influenced by legal decisions, where the courts make decisions and tell us exactly what we are supposed to be doing. HEW writes regulations and guidelines.

I might say that those regulations and guidelines obviously are effective and necessary, but they make it very difficult when you have a title I program and you end up with a title I typewriter that you must check to find out whether or not it was used, only to benefit those children that are included in the title I program. It is a great deal of extra recordkeeping and provides problems for supervisors who are attempting to harmonize programs.

I want to point out that I was a professor of educational administration prior to this year, and I will return to teaching this coming year. I think colleges are partly to blame. We have not trained people in accounting, financial management, modern management tools, the things that make it possible for local school districts to schedule their activities, to integrate their kinds of programs, and to record the money in such a way that they can actually utilize it for program operation.

Now what I am trying to say is that it is becoming very difficult for them to operate. There are a couple other issues that deal with this, they seem peripheral, but they are not, and that relates to the rise of collective bargaining. The administrators and board members are spending a great deal of time trying to work with different teachers' groups. This also has demands placed upon them for more money so they can pay their teachers salaries that are more in keeping with what people feel they should have.

There is another thing that has happened. It seems to be the attitude I sense on the part of local board members and superintendents that the Federal Government—well they seem to take the position that the Federal Government feels it is higher than local government, and that the Office of Education can make better decisions than we can make at a local level, and I question this.

One problem with this kind of idea is that the kind of people you find in the Federal Government are very much like the kinds of people that you find in local government. At our local school boards, they have a tendency to feel that they can make the decisions respecting the utilization of their funds better than some other people. Now what this leads me to is that all the things that the Office of Education and the other HEW enterprises have done are not all bad.

We think, for instance, that probably the categorical grants have been effective. Since 1964 it was very difficult to try to move the local school districts to action, for instance, in desegregation in the South, and I am sure you people are aware of that. I am also sure it will not be too long before the North enjoys the kind of frustrations that the southern school districts have enjoyed over the last few years.

I guess, being from the South, I would like to state that we hope that they soon meet our standards.

We think that the disadvantaged aid, the handicapped aid, and so forth, categorical grants, have all been effective in beginning to make people aware of these kinds of problems. We think, however, that we are now aware of those problems. We think that it might be time for the Federal Government to begin to look at State education agencies being the entity that actually should manage the education process, and if they choose to do so, in a particular State, to delegate that to the local school districts.

Therefore, what we support is not necessarily the Better Schools Act, and certainly not a continuation of what we presently have over the next long period of time, but we do support the idea of reducing the complexity so that when a fellow goes to Washington or he goes to the State education agency, he can figure out what kind of programs he might be able to use, what kind of dollars he might be able to get for these programs, and so we can put them together in a meaningful way to try to attack all of the problems that really face us.

Now I had a couple of notes here that I thought should be said, too. I think that title III of ESEA has been a magnificent thing. I do not think it has been magnificent because all the projects are necessarily good. In fact, we have had trouble evaluating whether or not we met our objectives.

But I think what it did do in 1964 was to stimulate the thinking of people—excuse me 1965—and to get people to think in a broader range of terms, to think about innovation, to think about change, and this has been healthy and good. Of course it is very difficult to wake up the sleeping giant of the educational establishment, kind of like changing the Federal bureaucracy.

I think Dr. Frank Hamblin said it beautifully. He said trying to move a large bureaucratic structure, whether it is the big school districts or the university or Federal bureaucracy itself is kind of like trying to move a cemetery because you find the dead have so many friends. We found that in higher education to be true, and I know that same kind of thing exists throughout our educational and governmental system.

I would like to make a few comments about the Office of Education, from the perspective of the local school district. First of all, as the aid programs develop under the ESEA, we saw some very interesting predictable kinds of things occur. You begin to see as the programs develop a larger staffing pattern in the Office of Education. There was a tremendous need to change people around because they could not find enough qualified people to go into particular kinds of jobs. So you found reorganization upon reorganization upon reorganization.

Then you found musical chairs, where they had the director this week who would be working with the development program, and you would come in 4 months later and after you talked to this fellow about what you are going to do, you received the grant, you work with the State education agency, and you go into see him and he is gone. Where did he go? He is no longer working with title II. What he is doing now, he is working with title IV, part such and such.

Of course the superintendent drops dead. He says I do not know how I can deal with these guys. I cannot get a handle on them.

Second, more programs, and as they become more sophisticated in the bureaucratic language, bureaucratic lingo, we found that the guidelines become more complex and the regulations—many of the local superintendents and schools boards that try to pass on whether or not they were going to deal with a particular program would find that they did not understand the guidelines very well or the regulations, and they found the grants were being made based on all kinds of grantsmanship activities, and they really felt it was almost too much of an effort to pursue.

Many of the districts, not because they did not want the Federal money—many of the districts actually did not participate. They just would not go for a grant in title III. As the gentleman that proceeded me said, if they did not have enough staff, they could not anyway. The rich get richer and the poor destitute remained the same.

Another thing happened is that more reports are required, because of the Office of Education, and others decided we have to have more reports and information. There were separate reports for each of the programs.

The idea came that they would have the Belmont project, and they would consolidate these kinds of reports. I do not know what has become of that, because that has been transferred to the National Center for Educational Statistics, and I do not know what they are going to do with the data or what you gentlemen are going to do.

There are many reports that local districts submit. Many data items are not valid, because there is no way to validate the kind of questions that are asked.

I think we do need some kind of common core data, because certainly if the Office of Education is going to provide the leadership in this country and set some policy directions it is going to require some information to underpin these decisions. At this point in time we do not have any valid data base at any level, Federal, State, or local.

Another thing that happened: Some conflicts in goals that took place in the Office of Education between Government officials themselves. You will find you go to one area and talk to one fellow about this particular grant program, the thrust of it, and he would have his own interpretation. You talk to another fellow who is an official and has a different interpretation and it makes it very perplexing to the superintendent who comes to Washington once every 6 months, and the guy will tell him: "Really we cannot talk to you about this because you have got to go down the hall and see so and so." You call him and he is out. Pretty soon the superintendent has spent 2 or 3 days and he feels like he gets the run around.

I realize the problem involved in being in the Office of Education and trying to handle all these people coming in from around the country. That is because the Federal Government is trying to do something that I do not think it really should be doing, and that is being in the administration of the grant process itself. I believe the grant administration should be given to the local person who is going to implement that particular program.

One principle of administration is that you should locate the responsibility for decisionmaking at the lowest possible level so that the people can actually influence the directions of those programs. What we stand for in our part of the country is to see those moneys come to the State and to the local government. We agree that appropriations should certainly be made in amounts that will be consistent with our ability to pay as a Nation.

We think possibly the Federal Government should be in the general administration business as much as in the policy and data collecting business, where the Federal Government sets directions and sends the funds to the local level for implementation. The local level will then have an opportunity to make the best use of these funds and by local I mean State and local, depending on how the State decides to administer programs, recognizing that Hawaii has a State system and we in Alabama do not.

I would suggest that those discretionary funds—and by the way in most local school districts, the funds that the Federal Government makes available are the only funds they have very much discretion with, because of the limited kind of tax base that we find at the local level.

I would like to sum up by saying this, the school board members are citizens just like myself and like you gentlemen, and these local school board members by and large are unpaid. They donate a great deal of their time, but they are also untrained. If we are going to vest in local districts the kind of decisionmaking authority that I believe should be invested in order to preserve pluralism and diversity in our educational system, then we are going to have to take some steps to train school board members and provide inservice training for those people, as well as providing inservice training for superintendents so they can do the kind of financial management that is required to give the kind of reports that are being required at the State and Federal level.

So therefore we would like to see a consolidation of grants programs, not necessarily under the Better Schools Act, but a consolidation of programs in order to make it more simple, in order to make it possible for you to know where to go and who to talk to and so on.

One last thing I would like to point out is that the problem of timely appropriations is really a problem for us. Nobody knows how much money they are going to have. With the title I problem this year many of the school districts found they had to lay off people that they had been working with quite a few years using title I funds. Then all of a sudden with the continuing resolution, they tried to get some of these people back, and it has caused a real problem for the local school districts.

We would like to ask for simplification. We understand the problem. It is very difficult for the Federal level to work with everybody's problem or make a rule that fits everybody. We would like to suggest that there be a consolidation of programs, simplification of our ways to approach the Federal Government.

Thank you.

Senator Pell. Thank you very much indeed.

Dr. Pforzheimer, do you have a statement?

Mr. Pforzheimer. I am sorry I do not have a written statement, having been away from my office for about a week; but, Senator Pell, I am delighted to be here because of the importance of the matter this committee is considering.

My name is Carl H. Pforzheimer, Jr. I am senior partner of the investment banking firm of the same name, which has been in business 70 odd years. I reside in Purchase, N.Y. Although I have now been a member of the New York State Board of Regents for more than 15 years and am one of the New York State commissioners to the education commission of the States; and, as you know Senator, I also serve as a member of the National Council on Education Research as well as on some other, not local or State, but national kinds of boards; I wish the record to show, please, that I am here today only as the immediate past president of the National Association of State Board of Education, known in the trade as NASBE. My successor, the present president, is presently out of the country and I am sure that she would be here if she could.

I should like to start if I may by reading a very short excerpt from a letter sent by the NASBE president on April 9 of this year to all members of the Senate Committee on Labor and Public Welfare and to all members of the House Committee on Education and Labor.

> NASBE has long been in favor of both the concept of grant consolidation and of the concept of revenue sharing as means for more efficient and simpler distribution of federal funds for education. As everyone knows, the plethora of procedures for application for federal funds and the myriad of federal agencies responsible for various aspects of educational monies make acquisition needlessly complicated and administratively wasteful.
>
> As in the proposed Better Schools Act, NASBE feels it important that federal funds for elementary and secondary education be distributed and administered by the legally designated bodies responsible for education in the states and territories. In most cases the state boards of education would be thus designated. NASBE also prefers any advisory boards established by federal funding bills for education to be advisory to the state boards and state departments of education.
>
> We realize that many adjustments in both state and federal agencies will be necessitated by grant consolidation measures. Therefore, it is important for any such bills to provide for adequate transition, organizationally and financially, to the end that undue hardships will be prevented.

Senator, if you wish, I have a couple copies of this letter for the record.

Senator Pell. That will be inserted in the record.

[The letter referred to follows:]

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April 9, 1973

The Honorable Alan Cranston
Senate Committee on Labor & Public Welfare
Old Senate Office Building
Washington, D. C. 20510

Dear Senator Cranston:

As President of the National Association of State Boards of Education, I wish to inform you of the views of the association members regarding the proposed Better Schools Act and any similar legislation.

NASBE has long been in favor of both the concept of grant consolidation and of the concept of revenue sharing as means for more efficient and simpler distribution of federal funds for education. As everyone knows, the plethora of procedures for application for federal funds and the myriad of federal agencies responsible for various aspects of educational monies make acquisition needlessly complicated and administratively wasteful.

As in the proposed Better Schools Act, NASBE feels it important that federal funds for elementary and secondary education be distributed and administered by the legally designated bodies responsible for educatio in the states and territories. In most cases the state boards of education would be thus designated. NASBE also prefers any advisory boards established by federal funding bills for education to be advisory to the state boards and state departments of education.

We realize that many adjustments in both state and federal agencies will be necessitated by grant consolidation measures. Therefore, it is important for any such bills to provide for adequate transition, organizationally and financially, to the end that undue hardships will be prevented.

In summary I wish to say that NASBE stands ready to aid the Senate and the administration in their endeavors to add to federal funding for schools and in the difficult attempts to simplify procedures through grant consolidation.

Very sincerely,

Virla R. Krotz, President
For the Board of Directors

VRK:mpw

Mr. Pforzheimer. In addition to its long-standing approval of grant consolidation of, and a gradual increase in, Federal aid, the Association has been closely identified with a number of other suggestions to the administration and to the Congress, all relating to a much-needed simplification of the fiscal and administrative relationships between the State and Federal echelons of Government responsible for efficacious delivery of education to our youth. This becomes paramount, we believe, as grant consolidation is gradually enhanced by revenue sharing, and while the special categorical programs continue in critical and well-defined areas.

NEED FOR ADVANCE FUNDING

First, let me stress the imperative need for advanced funding. All of you, as well as all of us in the educational process are, of course, aware that good quality educational programs cannot be turned on and off without loss of efficiency in their delivery and in time and dollars consumed. But, more importantly, short-term funding, in jerky starts and stops, alternately engenders higher expectations and then disheartening disappointments, with often a souring disillusionment among our youth. I am referring specifically to what this has done to contribute to the problem of the "turned-off," as distinct from the "dropout."

As a resolution adopted by the Bix Six national educational associations, already referred to, at its 1973 legislative conference indicated, there must be found "a mechanism for funding education programs on a multiyear basis through advanced funding to assure accountability and effective use of Federal moneys."

Second, the National Association of State Boards of Education believes that there should be emphasized very strongly that, along with sound advance funding, there should be simplification of administrative regulations and controls. To this end, ESEA for some time has contained the very valuable title V; which has over the years by judicious use been very successful in strengthening State boards of education and in strengthening State education departments in the various states and territories. Thus, for orderly programing—most responsive to the needs of local school districts, whose board members and professionals are out on the firing line—and in strong support of the administration's espousal of State and local control of education, it is imperative that funds, hopefully in advance, and that guidelines and regulations for such funds, flow directly to the constitutional and/or statutory educational agencies already existing and which are well established at the State level and within the several States.

Proliferation of State and local advisory councils at any level is duplicative, confusing, and wasteful. Certainly the existing responsible agencies we now have at the State level and at the local level can best meld the existing State and local support of education into hopefully a greater Federal participation in educational funding; and certainly these same State agencies should be the focal point to insure accountability and effective use of the Federal moneys designed to improve the quality of education.

There are two evidences of progress in this direction, which I believe should be noted here. Certainly the Better Schools Act points toward an elimination of mandatory new advisory councils of one kind or another. This is to be greatly commended.

ADMINISTRATIVE REFORMS

Second, administratively the Department of Health, Education, and Welfare has recently experimented in a series of States, notably Georgia, Arizona, and Nebraska, and I am happy to say has just concluded an agreement with New York State, whereby instead of a myriad of monthly dribbles of funds into the State coffers, there will now be issued by the Department of Health, Education, and Welfare to New York State a single letter of credit which will represent the total of the funds available to the State of the various HEW Federal programs.

All of us, Senator Pell, at the State level, in fact all of the 55 States and territories which are members of the National Association of State Boards of Education, very much appreciate the problems which you and your colleagues face. We greatly and very warmly welcome any opportunity to be with you, to counsel with you, and stand ready of course to aid in your constant effort to improve the delivery of education through simplification and consolidation of the Federal funds.

Senator **Pell**. Thank you very much indeed for the thoughtful and cogent statements you each made.

There is a rollcall vote going on now in the Senate, so I will recess the subcommittee subject to the call of the Chair. I thank you for coming and being with us this morning.

At this point I order printed any pertinent material supplied for the record.

[The information referred to follows:]

[illegible]cil
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May 7, 1973

Honorable Claiborne Pell
United States Senate
Washington, D.C. 20510

Dear Senator Pell:

The Nebraska Advisory Council for Vocational Education has given careful study to the Educational Revenue Sharing bills that were introduced to the House and Senate in the third week in March. We have tried to analyze the effect of these bills with an open mind and visualize the impact that will be created in the event they become law.

Frankly, we find very little in these two bills that represents a change for the better. In fact, the legislation seems to be completely unconcerned about providing educational services to individuals. The lack of appreciation for the importance of occupational education is totally inconsistent with the increased emphasis which is needed for employability training and education of less than the baccalaureate degree.

It is our unanimous impression that the bills contain very little that would contribute to better schools, yet that is the disguise under which the legislation is being masqueraded. We are appalled with the change in priorities, as only elementary and secondary levels are mentioned, while the important phases of postsecondary and adult vocational education are ignored. We see a continued emphasis toward academic education which is turning far too many students off in this day and age. In short, this is educational statesmanship in reverse which contributes little to the true educational needs of this country at the present time.

We do accept the philosophy of decentralization of the federal government and encouraging more decisions to be made at the state level. However, since Nebraska presently ranks 49th nationally in state support to secondary vocational education, we fear that the problem would only be further complicated.

Honorable Claiborne Pell
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After visualizing the potential effects of the proposed Educational Revenue Sharing legislation in Nebraska, it is our opinion that the present Vocational Education Acts are much more preferable, even though only partially funded. We feel that the Educational Revenue Sharing should be killed in committee. We have compiled a list of some of the objectionable features that must be corrected to make the proposed legislation acceptable (accompanying page).

It is concerning to us that Nebraska has no membership representation on either the House or Senate committees that are hearing the bill. If revenue sharing must come, then we say that vocational education should be left out along with Federal Aid to Higher Education. We see no justification for including one and omitting the other.

Respectfully yours,

Virginia Vieregg
Virginia Vieregg
Chairman

C. A. Cromer
C. A. Cromer
Executive Director

CAC:tas

Enclosure 1

NEBRASKA ADVISORY COUNCIL
FOR VOCATIONAL EDUCATION
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OBJECTIONABLE FEATURES OF EDUCATIONAL REVENUE SHARING (HR 5823) (S 1319)

1 - Priorities assigned under Educational Revenue Sharing are totally inconsistent with the increasing needs for technology education and education for employability.

2 - All levels of vocational education have been separated and come under different priorities. Secondary and adult have been separated from postsecondary vocational education. What is the status of postsecondary vocational education under Educational Revenue Sharing?

3 - Funds for the disadvantaged and vocational education are also listed under different priorities which will increase administrative coordination required and reduce the efficiency in serving the disadvantaged.

4 - The provision of making 30 percent of the vocational funds transferrable makes possible the loss of more vocational funds and further complicates planning and budgeting.

5 - There is no justification for vocational education ranking below that of allotments to U.S. outlying territories in priority for Educational Revenue Sharing.

6 - The loss of the "matching" requirement and the "maintenance of effort" provision as possible under Educational Revenue Sharing will in effect constitute a much greater loss as the State will use Federal funds to supplant state money and reduce states participation in educational funding. Each Federal dollar stimulates $5.11 State and local dollars nationally. Under Educational Revenue Sharing this incentive would be lost.

7 - Reducing the staffing in the Bureau of Occupational and Adult Education which has been started in preparation for revenue sharing is not the intent of Congress in the Educational Amendments of 1972 and will reduce the educational leadership and coordination at the National level.

8 - Both Educational Revenue Sharing and Manpower Revenue Sharing fail to recognize the importance of vocational-occupational education or the vehicle for providing systematic occupational skill instruction.

9 - It is not possible to adequately and efficiently plan vocational education programs without annual appropriations being announced well in advance. Education is being hamstrung by delayed appropriations and continuing resolutions which only maintain status quo with no chance for progress.

10 - There is a serious question as to whether the President's domination of educational legislation is politically oriented with no thought for the individuals to be served and the educational needs to be met.

CONCLUSIONS

1 - There is no justification for substituting revenue sharing for a tried and proven educational act that was developed through due process of Congress which has not been given a fair chance to become fully operational.

2 - After a thorough analysis of the adverse effects and loss of continuity of our educational effort, there is no question but that categorical funding for vocational education is far superior to anything that might develop under revenue sharing.

3 - If the Executive Branch dictates that Educational Revenue Sharing must come, then the best solution is to exclude vocational education similar to Federal aid to higher education, which is not included.

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DAVID T. TRONSGARD
Executive Secretary

April 9, 1973

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Very sincerely,

Virla R Krotz

Virla R. Krotz, President

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For the Board of Directors

Senator **Pell**. We now stand recessed subject to the call of the Chair.

[Whereupon at 12:04 p.m., the subcommittee was recessed subject to the call of the Chair.]

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